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*Southern Illinois University Bulletin*



# Southern Illinois University *BULLETIN*



Volume One

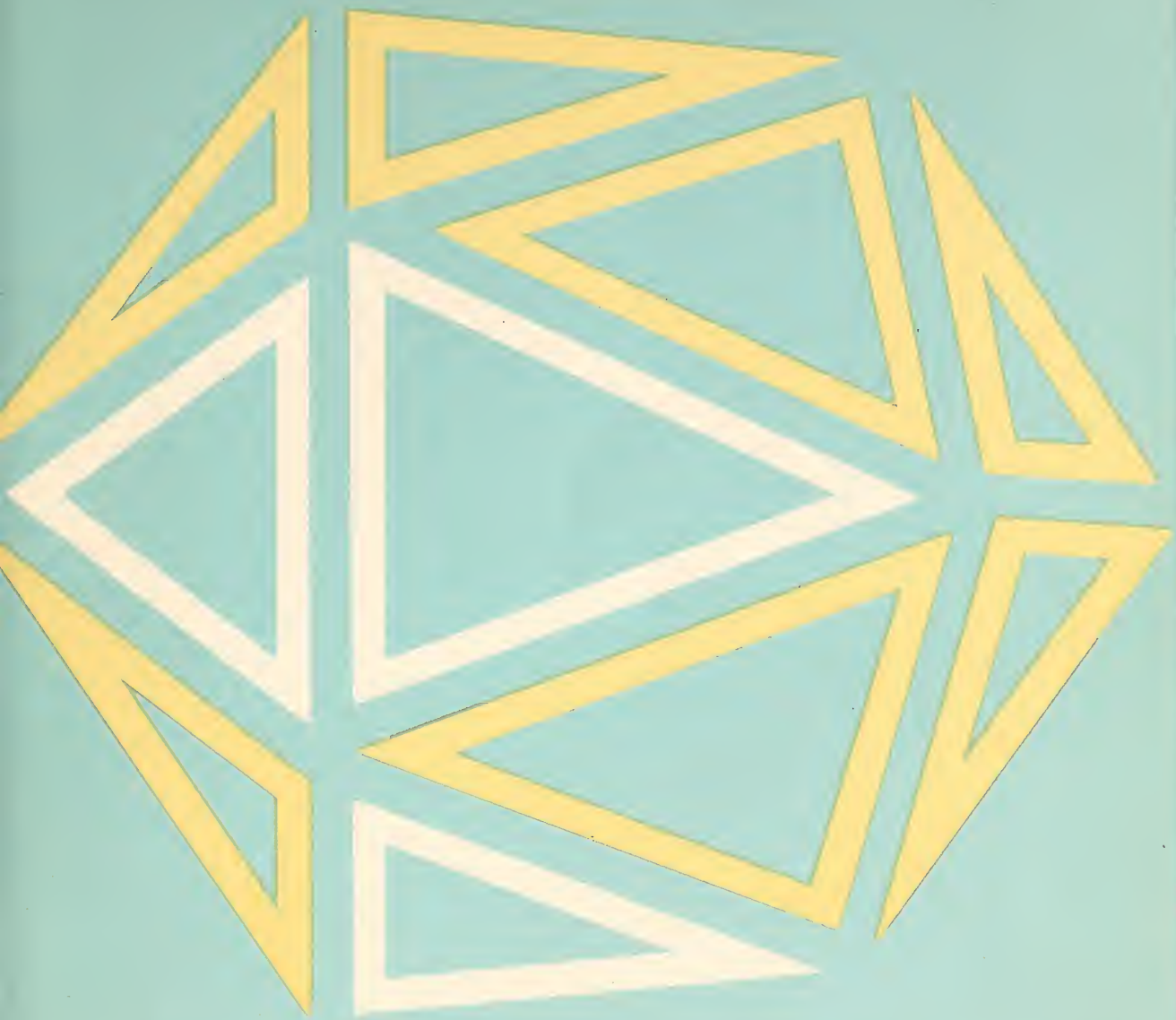
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*Southern Illinois University*

*Carbondale, 1959*

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1959·1960  
*General Information*

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Vol. I, No. I



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# General Information

## *Announcements for 1959-1960*



SOUTHERN ILLINOIS UNIVERSITY BULLETIN  
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# Objectives of Southern Illinois University

## TO EXALT BEAUTY

IN GOD,  
IN NATURE,  
AND IN ART;  
TEACHING HOW TO LOVE THE BEST  
BUT TO KEEP THE HUMAN TOUCH;

## TO ADVANCE LEARNING

IN ALL LINES OF TRUTH  
WHEREVER THEY MAY LEAD,  
SHOWING HOW TO THINK  
RATHER THAN WHAT TO THINK,  
ASSISTING THE POWERS  
OF THE MIND  
IN THEIR SELF-DEVELOPMENT;

## TO FORWARD IDEAS AND IDEALS

IN OUR DEMOCRACY,  
INSPIRING RESPECT FOR OTHERS  
AS FOR OURSELVES,  
EVER PROMOTING FREEDOM  
WITH RESPONSIBILITY;

## TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD  
TO UNDERSTANDING  
AND UNDERSTANDING  
TO WISDOM.

# Board of Trustees

	TERM EXPIRES
JOHN PAGE WHAM, <i>Chairman</i> , Centralia	1959
LINDELL W. STURGIS, <i>Vice-Chairman</i> , Metropolis	1959
MELVIN C. LOCKARD, <i>Secretary</i> , Mattoon	1959
STELLA COLLINS, West Frankfort	1961
KENNETH L. DAVIS, Harrisburg	1963
HAROLD R. FISHER, Granite City	1963
MARTIN F. OEHMKE, East St. Louis	1961
GEORGE T. WILKINS, ( <i>Ex-officio</i> ) Springfield	
LOUISE MOREHOUSE, <i>Recorder</i>	

# Officers of Instruction

DELYTE W. MORRIS, *President*

CHARLES D. TENNEY, *Vice-President for Instruction*

The Graduate School

WILLIS G. SWARTZ, *Dean*

College of Liberal Arts and Sciences

T. W. ABBOTT, *Dean*

College of Education

JOHN E. GRINNELL, *Dean*

School of Agriculture

WENDELL KEEPPER, *Dean*

School of Business

H. J. REHN, *Dean*

School of Communications

C. HORTON TALLEY, *Dean*

School of Fine Arts

BURNETT SHRYOCK, *Dean*

School of Home Economics

EILEEN E. QUIGLEY, *Dean*

Division of University Extension

RAYMOND H. DEY, *Dean*

Division of Technical and Adult Education

ERNEST J. SIMON, *Dean*

Southwestern Illinois Residence Centers

HAROLD W. SEE, *Executive Dean*



Pictures of buildings on the Carbondale campus appear  
in the following order:

*Morris Library*

*Agriculture Building*

*Life Science Building*

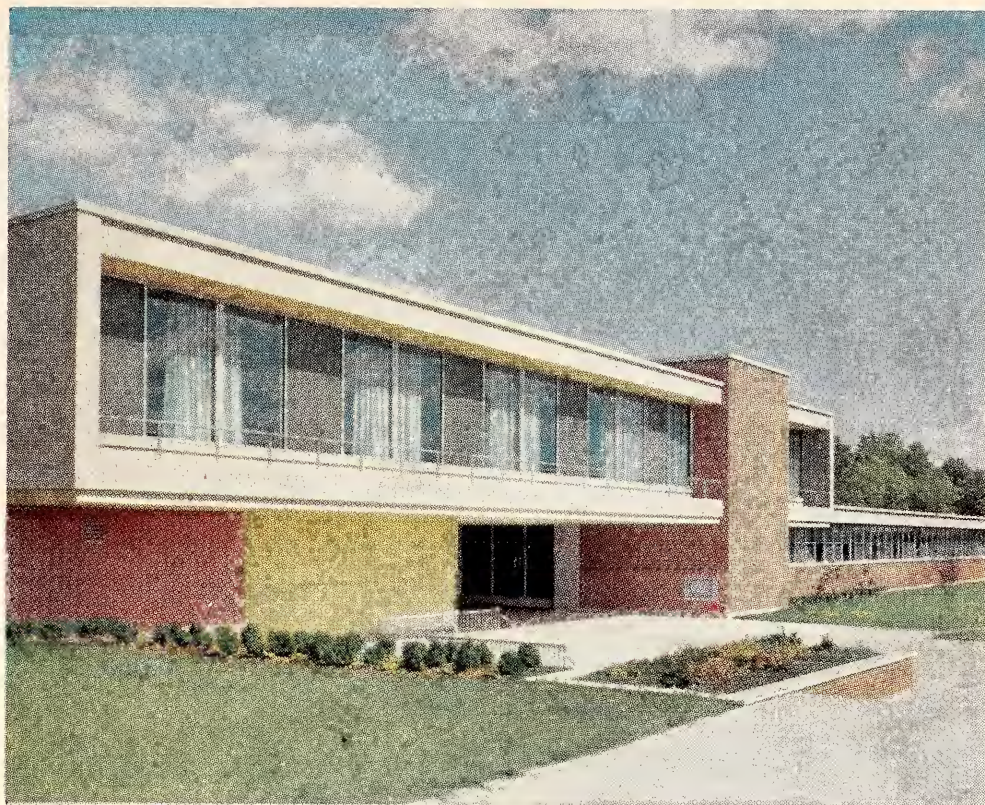
*Bailey Hall*

# Table of Contents

UNIVERSITY CALENDAR FOR 1958-1959 . . . . .	x
UNIVERSITY CALENDAR FOR 1959-1960 . . . . .	xi
THE UNIVERSITY . . . . .	3
Campuses . . . . .	3
History . . . . .	4
University Regulations . . . . .	5
University Sessions . . . . .	5
Class Periods . . . . .	6
General Offices and Councils . . . . .	6
INSTRUCTIONAL UNITS . . . . .	13
The Graduate School . . . . .	13
College of Liberal Arts and Sciences . . . . .	14
College of Education . . . . .	16
School of Agriculture . . . . .	18
School of Business . . . . .	21
School of Communications . . . . .	22
School of Fine Arts . . . . .	24
School of Home Economics . . . . .	25
Department of Applied Science . . . . .	27
Department of Industrial Education . . . . .	27
Department of Nursing . . . . .	29
Community Development Institute . . . . .	29
Small Business Institute . . . . .	30
Labor Institute . . . . .	31
Latin American Institute . . . . .	31
Rehabilitation Institute . . . . .	33
Air Science . . . . .	33
Division of University Extension . . . . .	35
Division of Technical and Adult Education . . . . .	36
Residence Centers . . . . .	39
Summary of Available Majors . . . . .	41
FACTS FOR THE POTENTIAL STUDENT . . . . .	47
Admission to the University . . . . .	47
Advisement and Registration . . . . .	50
Changes and Withdrawals . . . . .	52
Fees and Other Expenses . . . . .	52
Freshman Convocations . . . . .	55
Motor Vehicles . . . . .	55

# Contents — *continued*

Class Standing . . . . .	55
Course Numbers . . . . .	56
Unit of Credit . . . . .	56
Academic Load . . . . .	56
Grading System . . . . .	57
Honors . . . . .	58
Scholastic Probation . . . . .	60
Degrees Granted . . . . .	61
Requirements for the Bachelor's Degree . . . . .	61
Extension and Correspondence Credit . . . . .	67
University Credit for Military Experience . . . . .	68
Elective Courses . . . . .	68
UNIVERSITY SERVICES . . . . .	81
University Libraries . . . . .	81
Museum . . . . .	85
Lectures, Entertainments, and Exhibits . . . . .	86
University Health Service . . . . .	88
Student Work Program . . . . .	89
Office of Student Affairs . . . . .	90
Co-operative Clinical Services . . . . .	107
University Statistical Service . . . . .	109
Printing Service . . . . .	110
University Press . . . . .	110
Office of the University Architect . . . . .	110
Physical Plant . . . . .	111
Area Services Office . . . . .	111
AIR FORCE RESERVE OFFICERS TRAINING CORPS . . . . .	117
The Required Basic Course . . . . .	119
Voluntary Advanced Course . . . . .	119
Air Force ROTC Awards . . . . .	122
Air Science Courses . . . . .	123
DEPARTMENT OF APPLIED SCIENCE . . . . .	125
Applied Science Courses . . . . .	126
DEPARTMENT OF INDUSTRIAL EDUCATION . . . . .	131
Industrial Education Courses . . . . .	133
DEPARTMENT OF NURSING . . . . .	139
Nursing Courses . . . . .	142
STATISTICS . . . . .	145
INDEX . . . . .	157



# *University Calendar, 1958-1959*

## SUMMER SESSION

Session Begins	Monday, June 16
Independence Day Holiday	Friday, July 4
Final Examinations	Wednesday–Thursday, August 6–7
Commencement	Friday, August 8

## FALL QUARTER

New Student Week	Friday–Tuesday, September 19–23
Quarter Begins	Wednesday, September 24
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M., November 26–December 1
Final Examinations	Monday–Saturday, December 15–20

## WINTER QUARTER

Quarter Begins	Monday, January 5
Final Examinations	Monday–Saturday, March 16–21

## SPRING QUARTER

Quarter Begins	Monday, March 30
Memorial Day Holiday	Saturday, May 30
Final Examinations	Wednesday–Tuesday, June 10–16
Commencement	Wednesday, June 17

Summer session classes will begin Tuesday, June 17. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.

# *University Calendar, 1959-1960*

## SUMMER SESSION

Session Begins	Monday, June 22
Independence Day Holiday	Friday, July 3
Final Examinations	Wednesday–Thursday, August 12–13
Commencement	Friday, August 14

## FALL QUARTER

New Student Week	Friday–Tuesday, September 18–22
Quarter Begins	Wednesday, September 23
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M., November 25–30
Final Examinations	Monday–Saturday, December 14–19

## WINTER QUARTER

Quarter Begins	Monday, January 4
Final Examinations	Monday–Saturday, March 14–19

## SPRING QUARTER

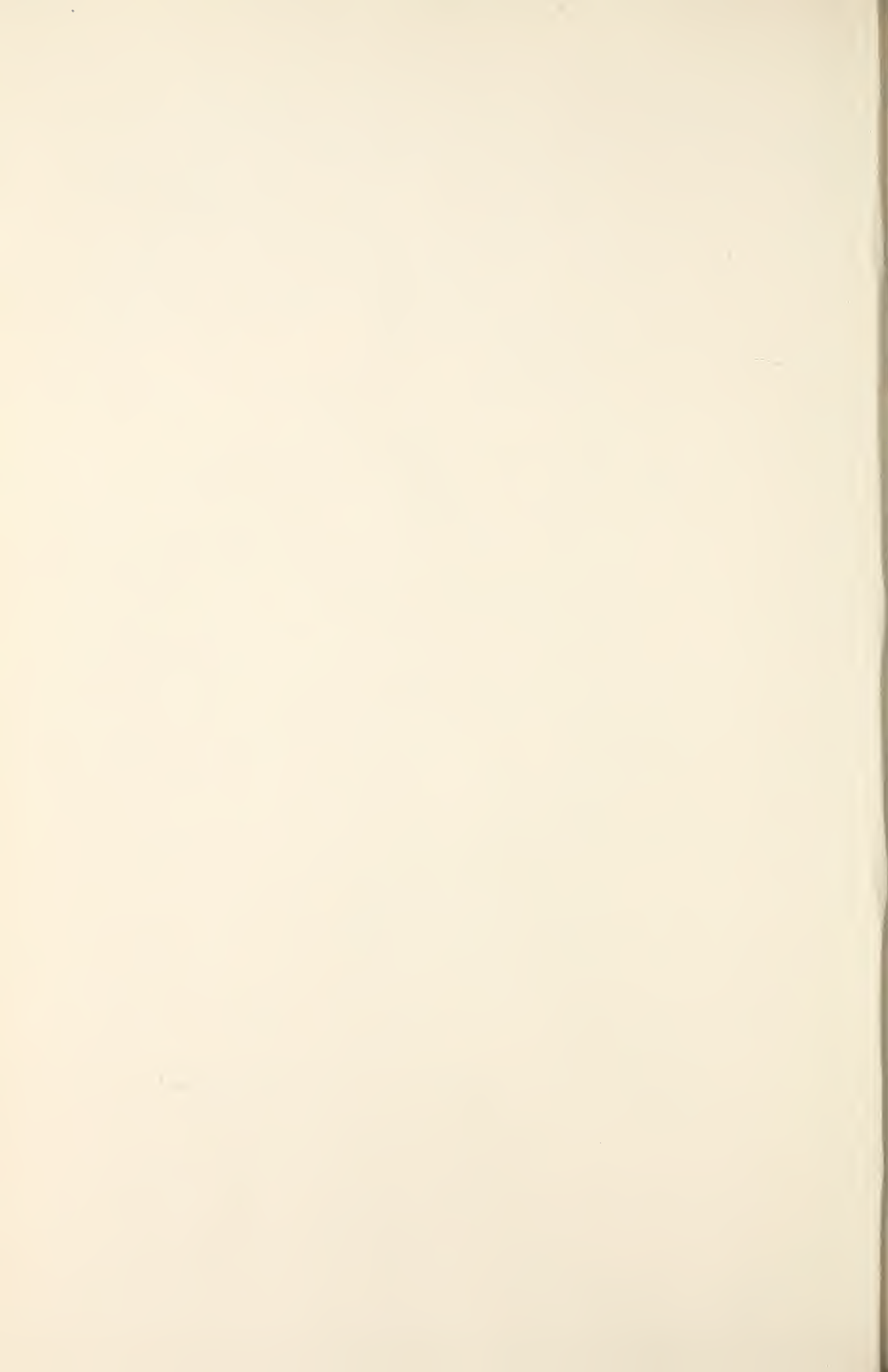
Quarter Begins	Monday, March 28
Memorial Day Holiday	Monday, May 30
Final Examinations	Wednesday–Tuesday, June 8–14
Commencement	Wednesday, June 15

Summer session classes will begin Tuesday, June 23. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.



# General Information

*Bailey Hall*  
*(Thompson Point Residence Hall)*



# The University

## CAMPUSES

The main campus of Southern Illinois University is located in Carbondale, in Jackson County. The city is a railroad center and is easily accessible from all directions. The region is noted for its large peach and apple orchards, which in blossom time attract many tourists. Giant City, a state park, is a popular resort to the south of Carbondale, and Crab Orchard Lake, with swimming, boating, and fishing facilities, lies four miles to the east.

The main campus, located at the southern edge of Carbondale, is at present undergoing extensive expansion. It now comprises more than 1,700 acres, and more tracts of land are to be added. The following large permanent buildings form the nucleus of the University's physical plant:

Old Main .....	1886	Power Plant .....	1949
Altgeld Hall .....	1896	Service Shops .....	1951
Wheeler Building .....	1903	University School .....	1951
Allyn Building .....	1908	Woody Hall .....	1953
Anthony Hall .....	1913	Life Science Building .....	1953
Shryock Auditorium .....	1916	University Library .....	1956
Gymnasium .....	1925	Thompson Point	
Parkinson Laboratory .....	1928	Residence Halls .....	1956
McAndrew Stadium .....	1938	Agriculture Building .....	1957

In addition to the campus in Carbondale, there are 500 acres at the Little Grassy Lake Recreational Area, used as an outdoor education summer camp; Southern Acres, in the former administrative area of the Illinois Ordnance Plant, where the Division of Technical and Adult Education and a veterans' housing project are located; and some 900 acres devoted to wildlife research.

Until additional space is available, the University is making use of several dozen small temporary buildings. Some of these are converted residences; others were built originally as army barracks and have been transported to the campus for office, classroom, dormitory, apartment, and storage space. They will be given up as permanent space becomes available.

The University's Southwestern Illinois Residence Office is located

#### 4 *General Information*

at the Broadview Hotel, East St. Louis. This Office directs the operation of the University residence centers located in Alton, Belleville, and East St. Louis. The facilities of Shurtleff College have been leased by the University for the operation of the Alton Residence Center. Classes at the Belleville Residence Center are held in the Belleville Junior High School. The East St. Louis Residence Center is located at the former East St. Louis High School Building.

## HISTORY

Southern Illinois University was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

In 1874 the first building on the campus was completed, financed by state-appropriated funds and contributions from citizens of Jackson County. In the fall of that year, the first regular academic year for the school, 150 students were enrolled. The student population has increased steadily to over 10,400 resident students and another 3,000 taking off-campus work.

For some years after its establishment, Southern operated as a two-year normal school. In 1907 it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943, after a vigorous campaign led by President Roscoe Pulliam, the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The action of the legislature led to establishing Colleges of Education, Liberal Arts and Sciences, and Vocations and Professions, offering the degrees of Bachelor of Science in Education, Bachelor of Arts, and Bachelor of Science. In 1947 the Bachelor of Music degree was approved, in 1951 the Bachelor of Music Education, and in 1957 the Bachelor of Science in Agriculture. Graduate work was instituted in 1943 and the Graduate School was formally established in 1948. At this time it was authorized to grant the Master of Arts and Master of Science degrees in addition to the Master of Science in Education. In 1952 the degree Master of Fine Arts was added to the list, and in 1956 the Master of Music, the Master of Music Education, and the Doctor of Philosophy. The Divisions of Communications, Fine Arts, and Rural Studies were established in 1953, and in 1955 became the Schools of Communications, Fine Arts, and Agriculture respectively. The College of Vocations and Professions was dissolved, and a School of Business was created in 1956. In 1957 the Department of Home Economics became the School of Home Economics, and in 1959 the Department of Applied Science became the School of

Applied Science. The growth of classes for adults and for those seeking technical training led to the establishment in 1953 of the Division of Technical and Adult Education, of which the Vocational-Technical Institute is a part.

In 1949 the Belleville Residence Center was established. Then, because of the growing demand for educational opportunities in the Madison-St. Clair counties area, the University established the Alton Residence Center and the East St. Louis Residence Center in 1957.

The presidents of the University have been:

Robert Allyn .....	1874-1892
John Hull .....	1892-1893
Harvey W. Everest .....	1893-1897
Daniel B. Parkinson .....	1897-1913
Henry W. Shryock .....	1913-1935
Roscoe Pulliam .....	1935-1944
Chester F. Lay .....	1945-1948
Delyte W. Morris .....	1948-

## UNIVERSITY REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; and to change any other regulation affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have matriculated in the University. The University also reserves the right to withdraw courses and to change fees.

## UNIVERSITY SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends around the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University Calendar.

In addition to the three regular quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter.

The summer session consists of a comprehensive program of courses

offered by all departments of the University. In addition to the courses which run the full eight weeks, there are a number of workshops and short courses covering a shorter period of time.

### CLASS PERIODS

The basic unit ("hour") of instruction is a period of fifty minutes. All schedules allow an interval of ten minutes between successive instruction periods. During the regular academic year daytime classes meet on the hour from 8:00 A.M. to 5:00 P.M., including the noon hour, but the ten o'clock period is reserved at least three days per week for assemblies and special events. On Saturdays, classes are scheduled during the morning hours only. For example, a three-hour course may be scheduled to meet at 8:00 A.M. either on Monday, Wednesday, and Friday, or on Tuesday, Thursday, and Saturday. For the benefit of teachers and other employed persons a certain number of upper-level and graduate courses are scheduled to meet for a longer period on Saturday morning only.

Evening classes are scheduled for two periods, 6:00 P.M. to 7:25 P.M. and 7:35 P.M. to 9:00 P.M. Courses scheduled for these periods are mainly those included in the general education program; i.e., required for all degrees. Five-hour courses meet three periods per week. Four-hour courses meet two periods per week, but they begin at 5:45 P.M. if scheduled for the first period and continue until 9:15 P.M. if scheduled for the second period. Three-hour courses meet twice a week. Upper-level and graduate courses are also scheduled to meet in the evening on the same basis as that described above for Saturday classes.

Summer session class periods are lengthened to seventy-five minutes to compensate for the shorter (eight-week) term. The first class period begins at 7:30 A.M., with successive periods following at intervals of one hour and twenty-five minutes (seventy-five minutes plus ten minutes intermission) throughout the day.

### GENERAL OFFICES AND COUNCILS

The general offices of the University are the President's Office, the Registrar's Office, and the Business, Personnel, and Auxiliary and Service Enterprises Offices. Attached to the President's Office are the Vice-President for Instruction, the Vice-President for Business Affairs, and the Legal Counsel and Assistant to the President. The Vice-President for Instruction is the general co-ordinator for the instructional and research programs of the University. The Registrar and Director of Admissions is responsible to the Vice-President for Instruction. Responsible to the Vice-

President for Business Affairs are the Business Offices (which include the Business Manager's Office, the Accounting Office, the Purchasing Office, the Bursar's Office, and the Auditor's Office), the Personnel Office, the Office of Auxiliary and Service Enterprises, and the Student Work Program.

The President is assisted by a number of advisory bodies, including the University Council, which advises him on any matter of University-wide application; the University Council on Campus Development, which recommends policies and plans for the development of the University plant; the University Budgetary Council, which recommends both the annual internal budget and the biennial budget request; the Council on Intercollegiate Athletics, which exercises control over the athletic program of the University; and the Student Council, which advises and recommends upon matters of general student concern.

There are other University councils, including the University Instructional Aids Council, which advises the Vice-President for Instruction concerning the programs of the University Library and its Audio-Visual Aids Service, the University Museum, the University Book Rental Service, and the University Statistical Service; the Faculty Council, which makes recommendations concerning undergraduate requirements for degrees and admission of students (subject to the review of the University faculty); the Graduate Council, which advises the Dean of the Graduate School concerning programs for advanced degrees; the Educational Service Council, which advises those concerned with the off-campus educational program of the University; and the Campus Journalism Council, made up of both students and faculty members, which concerns itself with the programs of various student publications such as the *Obelisk* and the *Egyptian*.

There is also a Secretary of the University Faculty, who serves as the University's record-keeper and parliamentarian, secretary of the Faculty Council, and central scheduling officer for all special events and meetings.

## GENERAL ADMINISTRATIVE OFFICES

### OFFICE OF THE PRESIDENT

President Delyte W. Morris, Ph.D. (Iowa)	1948
Assistant to the President Edw. V. Miles, Jr., A.M. (St. Louis)	1919
Administrative Assistant to the President Kenneth R. Miller, M.S. in Ed. (Butler)	1958
Budget Officer Clarence W. Stephens, Ed.D. (Indiana)	1952
Legal Counsel and Assistant to the President John S. Rendleman, J.D.	1951
Secretary to the President Lois H. Nelson, M.S. in Ed. (Illinois)	1948

## 8 *General Information*

Field Representative Charles C. Feirich, B.J. (Missouri)	1953-54; 1955
Research Assistant Jane Crichton, B.Ed. (Southern Illinois)	1948-52; 1955
Recorder Charles D. Butler, B.A. (Southern Illinois)	1955

### GENERAL INSTRUCTION

Vice-President for Instruction Charles D. Tenney, Ph.D. (Oregon)	1931
Secretary of the University Faculty Elbert Fulkerson, M.A. (Illinois)	1932
Instructor Edmund C. Hasse, M.A. (Southern Illinois)	1953

#### *Registrar*

Registrar and Director of Admissions Robert A. McGrath, Ph.D. (Iowa)	1949
Associate Registrar and Director of Admissions Willis E. Malone, Ph.D. (Ohio State)	1939
Associate Registrar for Residence Centers John H. Schnabel, Ed.D. (Indiana)	1957
Instructor Wilbur Ray Venerable, M.A. (Kentucky), Pre-College Adviser	1957
Assistant Registrar Sue J. Eberhart, M.S. in Ed. (Southern Illinois)	1948
Assistant Registrar Herbert William Wohlwend, M.S. in Ed. (Southern Illinois)	1958
Assistant Registrar for Residence Centers Gene Clyde Turner, M.S. (Southern Illinois)	1958
Assistant Registrar for Residence Centers David Reynolds Van Horn, M.S. (Oklahoma State)	1957
Supervisor (Editor) Earl E. Parkhill, B.S. in Ed. (Southern Illinois)	1950
Division Chief of Admissions Carol Van Dam, B.A. (Southern Illinois)	1957-58
Division Chief of Admissions Vera E. Borger, B.Ed. (Southern Illinois)	1958

#### *Academic Advisement and Sectioning Center*

Associate Registrar and Director of Admissions Willis E. Malone, Ph.D. (Ohio State)	1939
Supervisor Marion B. Treece, M.S. in Ed. (Southern Illinois)	1957-59

### BUSINESS AFFAIRS

Vice-President for Business Affairs George H. Hand, Ph.D. (Princeton)	1952
---	------

Director of Personnel Office Max M. Sappenfield, Ph.D. (Illinois)	1954
Director of Auxiliary and Service Enterprises Paul W. Isbell, M.S. (Illinois)	1952
Assistant Director of Auxiliary and Service Enterprises Carlton F. Rasche	1951
Supervisor of Campus Services Earl A. Morgan, Jr., B.Ed. (Southern Illinois)	1955
Supervisor of Food Services Freeman L. Schrodtt, LL.B. (Northwestern)	1954

*Business Manager*

Business Manager Robert L. Gallegly, A.M. (Illinois)	1946
Assistant Business Manager Frank Dusek, B.S. (Southern Illinois)	1952
Business Officer for Residence Centers Caswell E. Peebles, B.S. (Illinois)	1957
Chief Accountant Warren E. Buffum, B.A. (Washington)	1950
Auditor Francis Glynn	1958
Purchasing Agent George Toberman	1957
Bursar Thomas J. Watson, B.S. (Southern Illinois)	1953

COUNCILS

THE FACULTY COUNCIL

D. W. Morris, <i>Chairman</i>	Hellmut A. Hartwig, 1961
Charles D. Tenney, <i>Vice-Chairman</i>	C. William Horrell, 1959
Elbert Fulkerson, <i>Secretary</i>	Paul W. Isbell, 1960
T. W. Abbott	W. E. Keepper
Richard W. Anschutz, 1960	W. D. Klimstra, 1959
Imogene C. Beckemeyer, 1960	Charles H. Lange, 1960
James G. Benziger, 1959	Robert G. Layer, 1961
Amos Black, 1960	Bonnie A. Lockwood, 1961
Henry A. Bruinsma, 1960	Paul J. Lougeay, 1961
Roye R. Bryant, 1961	Ralph E. McCoy, 1960
Murnice H. Dallman, 1959	Wilbur C. McDaniel, 1960
Raymond H. Dey	Leslie F. Malpass, 1959
Claude J. Dykhouse, 1960	Willis Moore, 1960
Milton T. Edelman, 1959	J. W. Neckers, 1961
Robert C. Etherton, 1961	William E. O'Brien, 1960
Robert D. Faner, 1961	Charles Pulley, 1959
Harvey I. Fisher, 1961	Eileen E. Quigley
Robert B. Forman, 1959	Alice Rector, 1959
Cameron W. Garbutt, 1960	Henry J. Rehn
John Erle Grinnell	Douglas L. Rennie, 1961
John E. Griswold, 1961	Marian E. Ridgeway, 1960

## 10 *General Information*

Max M. Sappenfield, 1959  
Burnett H. Shryock  
Ernest J. Simon  
Willis G. Swartz

C. Horton Talley  
R. F. Trimble, 1960  
Charlotte Zimmerschied, 1960

### THE STUDENT COUNCIL

(For 1958–1959 School Year)

Bill Berry, *President*  
Jerry Feezel, *Vice-President*  
Yvonne Anton  
Ethel Beltz  
Kenneth Cannon  
Rafiq Ali Chowdhry  
Jim Connell  
John Crowell  
George Folkerts

Kagee Gullicksrud  
Harold Heller  
Zelma Johnson  
Thomas Mabry  
Ron Meyer  
Joe Sepich  
Gary Taylor  
Sandra Waugh

### THE GRADUATE COUNCIL

Willis G. Swartz, *Chairman*  
David T. Kenney, *Secretary*  
T. W. Abbott  
Rebecca E. Baker, 1960  
Henry A. Bruinsma, 1960  
George Garoian, 1961  
John E. Grinnell  
W. E. Keepper

George K. Plochmann, 1961  
Eileen E. Quigley  
Henry J. Rehn  
Ivan L. Russell, 1959  
C. W. Samford, 1959  
Burnett H. Shryock  
C. Horton Talley  
Charles D. Tenney

### THE EDUCATIONAL SERVICE COUNCIL

Charles D. Tenney, *Chairman*  
Elbert Fulkerson, *Secretary*  
T. W. Abbott  
John O. Anderson, 1960  
I. P. Brackett, 1960  
Henry A. Bruinsma, 1959  
Royce R. Bryant, 1959  
Raymond H. Dey  
John E. Grinnell  
W. E. Keepper

Eileen E. Quigley  
Harves Rahe, 1960  
Henry J. Rehn  
Burnett H. Shryock  
Ernest J. Simon  
Willis G. Swartz  
C. Horton Talley  
William J. Tudor  
Walter J. Wills, 1959

### THE UNIVERSITY INSTRUCTIONAL AIDS COUNCIL

Charles D. Tenney, *Chairman*  
John O. Anderson, 1959  
Rebecca E. Baker, 1959  
Philip J. Cochrane

Chalmer A. Gross, 1960  
Donald G. Hileman, 1960  
John F. Hosner, 1960  
Donald A. Ingli

John Charles Kelley  
William Lyons, 1959

Ralph E. McCoy

THE COUNCIL ON INTERCOLLEGIATE ATHLETICS

D. W. Morris, *Chairman*  
Orville Alexander, 1961  
J. A. Bender, 1963  
Donald N. Boydston  
E. C. Coleman, 1960

George H. Hand  
W. A. Howe, 1959  
Arthur Lean  
Clarence W. Stephens, 1962

THE CAMPUS JOURNALISM COUNCIL

Bill Berry, *Chairman* (Student),  
1959  
Edward Bencini, 1959  
Donna Kay Blaseck (Student), 1960  
Jim Haynes (Student), 1959

David Kammler (Student), 1962  
Fred K. Lingle, 1959  
William H. Lyons, 1959  
Dick Taylor (Student), 1961  
Sheila Turner (Student), 1959

THE UNIVERSITY COUNCIL ON CAMPUS DEVELOPMENT

D. W. Morris, *Chairman*  
George H. Hand, *Vice-Chairman*  
Charles M. Pulley, *Secretary*  
I. Clark Davis  
Gen. Robert W. Davis, 1959

Robert L. Gallegly  
W. A. Howe  
John S. Rendleman  
Charles D. Tenney  
W. J. Tudor

THE UNIVERSITY BUDGETARY COUNCIL

D. W. Morris, *Chairman*  
Charles D. Tenney, *Vice-Chairman*  
George H. Hand, *Executive Officer*

Robert L. Gallegly  
W. C. McDaniel, 1960  
Willis Moore, 1960

THE UNIVERSITY COUNCIL

D. W. Morris, *Chairman*  
John S. Rendleman, *Secretary*  
I. Clark Davis  
Troy W. Edwards, 1960  
Robert D. Faner, 1960  
Jack W. Graham, 1960  
George H. Hand

R. V. Lee, M.D.  
Robert A. McGrath  
Willis Moore, 1959  
Ted R. Ragsdale, 1959  
Henry J. Rehn, 1960  
Charles D. Tenney  
William J. Tudor



# Instructional Units

## THE GRADUATE SCHOOL

The purpose of the Graduate School is to make available to advanced students courses and other work which will increase their competencies in particular fields. Development of the power of independent investigation is especially sought. The association of mature and beginning scholars is an important aspect of graduate work and is encouraged. The Graduate School seeks to stimulate scholarly activity and research among the staff, in order to maintain the proper atmosphere for the conduct of graduate instruction.

Graduate work is available in these areas and departments: Accounting, Agricultural Industries, Animal Industries, Anthropology, Art, Botany, Business Administration, Chemistry, Clothing and Textiles, Design, Economics, Educational Administration and Supervision, Elementary Education, English, Food and Nutrition, Foreign Languages, General Management, Geography, Geology, Government, Guidance, Health Education, History, Home and Family, Home Economics Education, Industrial Education, Instructional Materials, Journalism, Marketing, Mathematics, Microbiology, Music, Philosophy, Plant Industries, Physical Education, Physics, Physiology, Psychology, Recreation and Outdoor Education, Rehabilitation Counseling, Secondary Education, Secretarial Science, Sociology, Special Education, Speech, Speech Correction, Theater, and Zoology.

From 1944 until 1948, work could be taken toward the degree of Master of Science in Education. In the latter year, the University was authorized to confer the degrees of Master of Arts and Master of Science and in 1952 the Master of Fine Arts degree was added. In 1953 a Sixth-Year Program of graduate work was authorized by the Board of Trustees, consisting of work beyond the master's degree. The Sixth-Year Program does not result in a degree but in a Specialist's Certificate, and is intended to be a terminal course, not one leading to more advanced graduate work. In 1956 the degrees of Master of Music and Master of Music Education were authorized by the Board of Trustees.

In 1955 the Board approved the Doctor of Philosophy degree. Since the fall of 1956, applications have been accepted from persons wishing to become doctoral candidates in government and speech correction. In

the fall of 1957 psychology was added to this group, and in the spring of 1958 microbiology was approved. Secondary education, speech, and zoology have been approved to accept candidates, effective the fall of 1959.

Graduate fellowships and assistantships are available to qualified graduate students. These positions pay from \$100 to \$250 per month on a half-time basis, with remuneration depending on the nature and responsibilities of the appointment in each case. Persons wishing to apply for graduate fellowships, which require no more than ten hours of work per week, should apply directly to the Graduate Office, in person or by written inquiry. Those wishing to apply for assistantships should inquire in the department of their major interest. Normally, the assistantship carries twenty hours of work each week. Both fellowships and assistantships carry remission of the tuition charge. There are certain other fees which are not remitted. There are also tuition scholarships available to qualified students through application to the Dean of the Graduate School.

Students who wish to enter the Graduate School must first make formal application to the Admissions Office. Also they should ordinarily discuss the prospect of obtaining the courses they wish to take, or other work they wish to do, with the chairmen of major departments, since admission to the Graduate School does not automatically guarantee admission to a particular major. Inquiries about graduate work generally should be directed to the Dean of the Graduate School.

## COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences serves the students of Southern Illinois University in many capacities. Its course offerings provide (1) basic subject matter for the general education program; (2) opportunity for concentration in a major in any one of the seventeen academic departments administered by the College; (3) electives not available in other instructional units of the University; (4) extension and adult education offered through the appropriate divisions; (5) graduate level instruction for students pursuing higher degrees than the baccalaureate; (6) pre-professional training needed for admission to such specialized schools as law, medicine, and dentistry.

The diversified offerings of the College of Liberal Arts and Sciences are designed to help the student achieve a balanced personality, an awareness of the cultures of the past, an appreciation of his fellow man, and a fundamental understanding of the ever-changing physical, social, and political environment in which he lives. His educational experiences as a college student should provide creative skills and intellectual equipment that will do much to enable him to enjoy a richer life as a member of

society. Also, a student in the College may prepare for teaching at the secondary level by including in his studies certain professional courses offered by the College of Education. The Bachelor of Arts degree is granted to a student who fulfills requirements for graduation from the College of Liberal Arts and Sciences. This degree is the basis for advanced work in most of the learned professions.

High school students planning to enroll in the College should consult their counselors regarding their course of study, since careful planning of the high school program is vitally important to the academic welfare of the student during his first and second years of college work. In general, high school students planning to enter the College should include the following courses in their program of study: four units of English, three to four units of mathematics with a minimum of one and one-half units of algebra and one unit of plane geometry, one unit of physics or chemistry, and two units of a foreign language with Latin preferred if available.

Admission to the College should be initiated through the Admissions Office. Inquiries concerning further information about the programs of the College should be directed to the Dean.

The College includes the following departments: Anthropology, Botany, Chemistry, English, Foreign Languages, Geography, Geology, Government, History, Mathematics, Microbiology, Philosophy, Physics and Astronomy, Physiology, Psychology, Sociology, and Zoology.

The College offers an educational program embracing twenty-three basic areas of subject matter grouped collectively as follows.

### *THE SOCIAL STUDIES*

The social studies departments of the College of Liberal Arts and Sciences offer courses designed to enable the student to achieve an understanding and appreciation of civilization viewed in historical perspective, and thereby to equip him for participation in the duties and responsibilities of citizenship. His studies will provide him with a better understanding of the nature and variety of religions, social organizations, and technologies and give him insights and understandings which will enable him to live more constructively with others in his family, community, and nation.

### *THE SCIENCES*

The earth, physical, and biological science departments contribute to the liberal education of all students, whether their principal intellectual interests are in these disciplines or in other areas of specialization.

The methodologies of the disciplines help the student develop habits of orderly thinking. A knowledge of science also equips him to understand the worlds of nature, technology, and industrial processes.

### *THE HUMANITIES*

A student in the humanities is expected to attain proficiency in language, to develop an understanding and appreciation of literature, and to recognize its civilizing values. The works, men, and intellectual movements that make up literary history are examined. The basic and persistent human problems are identified, and their classic and current solutions are studied. A critical evaluation of mankind's moral, aesthetic, and religious values is made in their historical and contemporary settings, and the student is encouraged to think rationally, imaginatively, and responsibly.

### *PRE-PROFESSIONAL PROGRAMS*

The College offers the following pre-professional programs for students training for careers in the professions: pre-dental, pre-legal, pre-medical, pre-medical technology, pre-occupational therapy, pre-pharmacy, pre-physical therapy, pre-public health, pre-theological, and pre-veterinary.

## COLLEGE OF EDUCATION

The College of Education is committed to giving professional training to teachers of all subjects taught in the public schools and to supervisors, administrators, and specialists. The preparation of teachers for all grades from kindergarten through high school is the special function of the College. In its graduate offerings, however, it broadens its efforts to include professional work for prospective college teachers and several specializations in school administration and supervision. For most undergraduate students preparing to teach in high schools, the subject matter majors will be taken in the other colleges and schools of the University, and the professional preparation for teaching, including the student teaching, will be taken in the College of Education.

At Southern a high school graduate looking for a career in the educational world can prepare for high school, elementary, or kindergarten-primary teaching; for coaching; for positions in school administration; for guidance work; for teaching and supervising special education; and for other community services. He can prepare to teach in special fields such as art, music, home economics, industrial education, business, and

agriculture. He can prepare to be a teacher of science, social studies, English, and mathematics. He can get a teaching specialization in specialized fields such as speech correction and general speech. He can dedicate himself, if he wishes, to the teaching of mentally handicapped children, the hard of hearing, and the partially sighted. Physical education as a field attracts many able men and women, as do such newer fields as recreation and outdoor education. The graduate may look for a career in health education or in school counseling. He may prepare to be a principal or a superintendent by going on with graduate work, or even to be a teacher of teachers in some college or university. The College of Education grants the Bachelor of Science in Education and the Bachelor of Music Education degrees.

Admission to the College should be initiated through the Admissions Office. Inquiries concerning further information about the programs of the College should be directed to the Dean.

Students who wish to become principals or supervisors in the public schools take graduate work in the Department of Educational Administration and Supervision. The department's major emphasis is on graduate work, but it also participates in providing background for elementary and high school teachers.

The Department of Elementary Education is mainly responsible for the preparation of kindergarten-primary and elementary teachers. Advisers for the department see that students get proper training in other areas such as social studies, language arts, science, music, and art as well as in understanding children and teaching. On the graduate level the department educates for specialization in the teaching fields.

The Department of Guidance recognizes the increasing need for educational, vocational, and personal counselors in the public schools by preparing graduate students for the task of appraising the personalities and abilities of high school students and helping them to solve their vocational and other problems.

The Department of Health Education prepares teachers of health education and works with physical education in preparing teachers of physical education. It also provides graduate specializations in health and safety education.

The preparation of teacher-librarians, audio-visual aids directors, and specialists in all instructional materials is the function of the Department of Instructional Materials.

The Department of Physical Education for Men has the responsibility for training men as teachers of physical education and as coaches for the various sports played in the schools. In addition, the department handles the athletic program of the University. The athletic program is used as a training school for coaches and accordingly is an integral part of physical education.

The Department of Physical Education for Women has the task of preparing women to teach physical education in the public schools. The program includes not only methods of developing and maintaining a strong, healthy body but also such skills as dancing for grace, posture, and self-expression.

Recreation and outdoor education is a relatively new field, but outdoor education and camping programs are developing all over the country. The Department of Recreation and Outdoor Education trains camp counselors and directors, as well as recreation and outdoor education specialists. Part of the training program at Southern is experience in the summer camping and recreation programs at the University's camp at Little Grassy Lake.

The Department of Secondary and Higher Education participates in the preparation of high school teachers, offers courses in junior college and higher education, and shares with other departments of the college in graduate preparation of administrators, supervisors, curriculum specialists, and guidance directors.

The Department of Special Education was formed to serve the needs of the mentally and physically handicapped children through expert teacher training, through consultative services to school officials, and through research and experimentation.

The Teacher Training Division offers the student teaching for teachers in all departments. An important part of the Division is the University School, where potential teachers observe good teaching, make studies, and obtain practice. The Division also has arrangements for student teaching under careful supervision in a number of public schools in Southern Illinois.

## SCHOOL OF AGRICULTURE

The School of Agriculture has three primary functions: teaching, educational service, and research. There are four departments in the School: (1) Agricultural Industries, (2) Animal Industries, (3) Forestry, and (4) Plant Industries. Its four-year program of study leads to a Bachelor of Science in Agriculture degree or to a Bachelor of Science in Education with a major in agriculture for students in the College of Education. Programs of graduate study are presented by the departments of Agricultural Industries, Animal Industries, and Plant Industries.

A new agriculture building, occupied in 1957, provides adequate classrooms and well-equipped laboratories for teaching and research on the campus. In addition, there are agronomy, beef, dairy, horticulture, poultry, sheep, and swine centers where students may observe the latest developments in these technical areas. Test farms are operated to dem-

onstrate the effectiveness of these practices and to serve as farm management laboratories.

Much of the work on approximately 1,500 acres of farm land is done by student workers, who are thereby enabled to pay part of their college expenses, as well as to obtain practical and educational experience in agriculture.

Admission to the School should be initiated through the Admissions Office. Inquiries concerning further information about the programs of the School should be directed to the Dean.

The Department of Agricultural Industries provides instruction, research, demonstration, and consultation in the fields of agricultural engineering, agricultural economics, and agricultural education.

Courses are offered in the four fields of agricultural engineering: rural electrification, farm power and machinery, farm structures, and soil and water. A special program is available to train farm machinery specialists for positions requiring managerial ability for dealer services and sales work. Other positions open to students in this area of work are machinery company block men and field service supervisors, soil and water engineering technicians, rural electrification specialists, and farm structures sales and service men. This program does not lead to a professional degree in agricultural engineering.

In agricultural economics, courses are offered in the following fields: farm management, farm credit, agricultural marketing, agricultural co-operatives, farm policy, and agricultural prices. By following a specialized program, students may qualify for positions with professional farm management firms; as agricultural credit representatives for banks, insurance companies, production credit associations, and national farm loan associations; as state agricultural statisticians with livestock commission firms, meat packers, grain, dairy, poultry, fruit, and vegetable buying and selling organizations, and co-operative marketing and purchasing associations; as representatives for agricultural related industries, such as feed, fertilizer, and petroleum; as civil service employees in marketing, credit, and farm management.

In agricultural education, completion of a four-year program leads to certification as a teacher of vocational agriculture.

The Department of Animal Industries provides instruction, research, demonstration, and consultation in those phases of agriculture and industry dealing with livestock, dairying, and poultry production.

Courses in the breeding, feeding, and management of beef cattle, dairy cattle, poultry, sheep, and swine are available. Students may obtain preparation for a wide variety of positions: beef, sheep, swine, dairy, and poultry specialists, herdsmen, feed salesmen, livestock farm operators, livestock consultants, and others. The student also has an opportunity to combine in his curriculum the study of the agronomic phases of agriculture,

agricultural economics, and agricultural engineering. He also may broaden his opportunities by combining work in this department with training in other areas of the University, such as business, biological or physical science, and journalism.

Students interested in veterinary medicine or dairy technology may obtain two years of training in this department before entering a professional school to complete their preparation.

The Department of Forestry provides instruction, research, and consultation in the fields of forest production and utilization. The department offers a full four-year curriculum leading to a Bachelor of Science degree.

In addition to basic science and other foundation courses, the four-year program at Southern requires a core of basic courses in forestry. These include the courses required for membership in the Society of American Foresters. Additional available elective courses will allow specialization in forest production, forest utilization, or wildlife management.

The department's four-year program provides preparation for positions in administration or research with the United States Forest Service and other federal agencies, the state departments of forestry, and the forestry divisions in lumber, paper, plywood, and other industries related to forestry. In addition, students may qualify for positions in wildlife conservation, forestry extension, and farm forestry work.

The Department of Plant Industries provides instruction, research, demonstration, and consultation in those phases of agriculture dealing primarily with the production of plants, their preservation and use, and the soils in which they grow.

Courses are offered in such subject matter as cereals, forages, tree fruits, small fruits, nuts, vegetables, and the preservation and processing of such crops; landscape gardening, floriculture, genetics, and breeding; control of plant diseases, insects, and weeds; the science of soils, their management, conservation, and fertility, and the use of fertilizers.

Depending upon the interests of the student, preparation may be obtained in a wide range of agricultural fields from general farming to intensive specialization; from commercial sales and consultation to preparation for advanced study, research, and teaching.

In addition to actual farming operations, the student has the choice of preparing himself for work in fertilizers and other agricultural chemicals production, sales, and consultation; for state and federal employment in the inspection service or weed control; as a field man for canneries and other food processors, including the packaging industry; for landscape servicing and greenhouse work; as an orchard manager; as a sales representative for seed houses; or as a soil scientist for farm planning and employment with the Soil Conservation Service.

## SCHOOL OF BUSINESS

Although the School of Business will accept graduates from any recognized high school, it recommends that these students include in their high school program at least three units of English, two of mathematics, two of science, and two of social studies.

The School of Business grants the Bachelor of Science degree. The School is composed of the following five departments: Accounting, Economics, Management, Marketing, and Secretarial and Business Education. Each of these specializations aims to prepare the student for successful performance in the business world. The programs develop not only a knowledge of the operational methods of business and a familiarity with the sources of information and methods of collecting and interpreting data but also an understanding of, and a skill in, the art of human relations plus a high sense of integrity and responsibility.

Students who fulfill both the general University requirements and the requirements of their major department can normally expect to earn the Bachelor of Science degree in four years. Students may, if they wish, choose a minor field of specialization. Groupings of courses constituting a minor specialization are provided not only for students in this School but also in other schools and colleges in the University. Students in the School of Business are required to take at least 40 per cent of the graduation requirement of 192 quarter-hours within the School and 40 per cent in general education courses outside of the School.

Proficiency in using written and spoken language should be acquired before the end of the second year. Where this has not been done, additional courses intended to develop such proficiency should be taken.

Admission to the School should be initiated through the Admissions Office. Inquiries concerning further information about the programs of the School should be directed to the Dean.

Accounting is a fundamental area of knowledge by means of which the many transactions of business are analyzed, recorded and interpreted. The program in the Department of Accounting is designed to develop the ability which leads to professional positions in cost accounting, auditing, income tax, financial statement analysis, and general financial accounting.

Graduates of the Department of Economics can look forward to opportunities in banking, in statistics—that is, the collection and analyzing of economic information—in government work, in university work, and in labor union activities.

The Department of Management provides programs leading to a better understanding of the management activities required in every business. It provides separate programs in general management, in per-

sonnel management, and in financial management. While graduates from this program cannot expect to go directly into management positions, they are oriented in that direction and are alive to the need for appropriate after-college experiences to develop themselves for management positions.

Marketing includes all of the activities of our distribution system which takes the products of our farms, mines, and factories and finally places them in the hands of consumers. These activities include buying, storing, standardizing, sorting and grading, transporting, advertising, selling at wholesale and retail, handling credits and collections, and interpreting business and economic data. It is the function of the Department of Marketing to provide educational training in these areas.

The Department of Secretarial and Business Education provides a program for the training of secretaries and executive assistants, developing the needed skills in (1) stenographic techniques—typewriting, shorthand, transcription; (2) knowledge of the business world; and (3) ability to work harmoniously with others. Students preparing to teach business in high schools will find this an excellent major field.

## SCHOOL OF COMMUNICATIONS

The School of Communications is set up to allow the students of the University to specialize in the study of the various mass communications media and to develop skills in the utilization of those media.

The School of Communications also is interested in research work in the various aspects of mass communications, and in making consulting and other services available to area schools, newspapers, radio and television stations.

While many of the students registering in the School of Communications will be interested in comparatively specialized programs of work in the areas represented by special departments, it is also possible for a student to be an area major in the general field of speech or of journalism, taking work in the broader fields rather than a specialized subdivision of one of them.

Admission to the School should be initiated through the Admissions Office. Inquiries concerning additional information about the programs of the School should be directed to the Dean.

The Department of Journalism offers professional training in news and editorial writing as well as in more specialized types of writing, community newspaper management, advertising, printing, and photography. Practical experience in various types of newspaper and other journalistic work is available through supervised work on various campus publications and through the co-operation of area publications.

The Department of Printing and Photography offers course work in printing designed to train printers and to provide background training for journalists and printing management specialists. Printers are registered in the Vocational-Technical Institute, journalism and printing management people in the School of Communications.

Photography courses in the School of Communications are designed to prepare journalists and photographers in photo-journalism, as well as to prepare general photographers.

The Department of Radio-Television offers a curriculum in electronic mass communication. Training is designed for those who will work in commercial and educational radio and television stations and in closely related businesses on a full-time professional basis; for those who will work on a part-time basis in such areas as religion, public relations and promotion, and education; and for those who will be interested in radio and television only as members of the audience. Major areas of instruction are station management, programming, production and direction, writing, announcing, analysis of programs and audiences, and research in all phases of radio and television. Actual experience is provided in the University's Broadcasting Service and professionally equipped FM radio station, in the University's developing television operations, and in area radio and television stations.

The Department of Speech offers general work in public speaking, oral interpretation, speech education, and the general speech training of students in other areas of specialization in the University.

The Department of Speech Correction offers specialized training (1) for people wishing to be certified as speech correctionists by the state of Illinois; (2) for classroom teachers who need to be able to work with minor speech defects and to know the referral agencies which may be used to help the more severe cases; and (3) for more highly specialized persons to work in colleges, universities, hospitals, and private clinics.

In order to prepare students for such occupations, there are both formal course offerings that lead to a teaching certificate and practical experiences with speech and hearing cases.

There is also an attempt at constant integration and association of students and faculty members not only in this department, but also in related departments such as Psychology, Special Education, Physiology, and other germane fields of knowledge.

The Department of Theater offers complete preparation for participation in theater activity of every kind. Courses are offered for students who expect to participate in community theater activity either as a vocation or as an avocation; teachers in educational theaters whether at the elementary, secondary, or college and university level (graduate and undergraduate); and the occasional very gifted student who wishes to prepare for professional theater.

## SCHOOL OF FINE ARTS

The School of Fine Arts includes the departments of Art, Design, and Music. It serves as an instrument of the University for the direction of training and the stimulation of creative and professional work in the fine arts. It provides service work for the other colleges, divisions, schools, and departments of the University. It also makes every reasonable effort to take care of the needs of students, other than art, design, and music majors, who want an experience in the fine arts for either cultural or practical reasons. It offers not only undergraduate work but also graduate work leading to the master's degree.

The School of Fine Arts sponsors a number of special events each year. A Fine Arts Festival, which lasts several weeks, includes scholarly lectures, musical ensembles, individual performances, dance recitals, and dramatic presentations.

A continuous program of art exhibitions is also presented as a part of the educational process for students in the School of Fine Arts and as a service to the University, the community, and the area. Music Department facilities and courses, too, serve the University community through special courses for non-music majors and through an intensive series of public music programs available at no cost to University students and faculty members.

Admission to the School should be initiated through the Admissions Office. Inquiries concerning further information about the programs of the School should be directed to the Dean.

The Art Department offers programs in art education, painting, printmaking, pottery, weaving, jewelry and silversmithing, and art history. The Bachelor of Science in Education degree in the College of Education, with a major in art education, is offered for those students who wish to prepare themselves for positions in primary and secondary school teaching. The Bachelor of Arts degree in the College of Liberal Arts and Sciences, with a major in art history, is for students who wish to broaden their cultural perspective or who, by continuing with graduate work, are interested in teaching art history in colleges and universities. The Bachelor of Arts degree for students in the School of Fine Arts is offered for those who wish to prepare for professional careers in the various programs indicated above. Painting majors, however, should continue with graduate work, looking toward college or university positions as the most satisfactory type of employment.

The Design Department offers programs in visual design and product-shelter design. The program in visual design includes problems involved in the total field of advertising art. Some of the areas are graphics, packaging, and display.

The program in product-shelter design includes a study of all present industrial materials and techniques, planning, industrial communications, and problems involving the design of all mass-produced products including house and industrial structures.

The undergraduate degree in both visual and product-shelter design is a Bachelor of Arts degree in the School of Fine Arts. The undergraduate program is a four-year course designed to integrate the arts, sciences, and humanities with the design activity. A group of visiting designers giving from one- to four-week seminars is a planned part of the curriculum.

The department is in close contact with the design field and places its graduates in university design departments, design offices, architectural and engineering firms, and basic industries.

The Department of Music is an institutional member of the National Association of Schools of Music. It offers a variety of courses and curricula in the fields of music theory and composition, music history and literature, applied music, and music education.

The Bachelor of Music degree is offered for those students who wish to prepare for careers as professional performers and studio teachers, or who desire preparation for the Master of Music degree. The Master of Music degree is offered in the fields of history and literature, theory and composition, or applied music, the aim of these curricula being to prepare candidates for college teaching, professional performance, or careers in radio and television or dramatic performance. These courses are also designed as preparation for graduate study leading to doctoral degrees in musicology, composition, theory, or performance.

For students in the College of Education, the Department of Music offers courses leading to the Bachelor of Music Education degree and the Master of Music Education degree. These curricula offer a wide variety of musical experiences designed to prepare candidates for primary and secondary school teaching. In the case of the Master of Music Education degree, students are prepared for teaching at the college level or for advanced study leading to the doctorate in this field.

The Bachelor of Arts degree with a major in music is available to students in the College of Liberal Arts who wish to broaden their cultural perspective through this medium.

## SCHOOL OF HOME ECONOMICS

The major objectives of the School of Home Economics are to provide instruction, to stimulate research, to provide service work in home economics for other educational units desiring it, and to give service to the people in the area which will help in improving the understandings

and practices in their families and homes. No minor is required in the School of Home Economics.

For students in the College of Education a curriculum leading to the Bachelor of Science in Education degree is planned to meet the needs of students desiring to teach home economics in school departments maintained according to the provisions of the federal vocational acts. A Vocational Home Economics Certificate requires a bachelor's degree in home economics from an institution and in a curriculum approved for teacher training by the Vocational Division of the United States Office of Education and by the State Board for Vocational Education. Southern Illinois University is so approved for training teachers of home economics.

Students in the School of Home Economics may take curricula leading to the Bachelor of Science degree. A brief description of these curricula follows.

The Apparel Design curriculum is planned for students whose major interests and abilities are in clothing design and construction. It gives preparation for apparel designing or allied positions in the wholesale or retail fields of fashion by giving fundamental training in creative designing, pattern designing, draping, and clothing construction.

The Clothing and Textiles Merchandising curriculum provides fundamental training for positions as salespeople, buyers, or department managers with retail stores, custom shops, and manufacturers that are dealing with apparel, textiles, and furnishings. It includes professional courses in retailing, accounting, marketing, advertising, journalism, and field experience as well as fundamental courses in clothing, textiles, and home furnishings.

The Dietetics curriculum is designed to give technical education to those interested in becoming dietitians in hospitals, college dormitories, industrial plants, health clinics, laboratories, or public health and welfare organizations. The suggested curriculum meets the requirements of the American Dietetics Association.

The Foods in Business curriculum is planned for those students who desire to enter the business field as home service representatives for utility companies; as demonstrators for manufacturers; or as educational, experimental, and promotional workers with household equipment and foods.

The Home Advisers curriculum prepares the student for positions as home advisers, 4-H Club agents, and, with further training, extension specialists.

The Homemaking curriculum is designed to give emphasis to the personal development of the student and preparation to carry the responsibilities of homemaking and citizenship, not for a salaried career.

An Institution Management curriculum is planned to prepare students for managerial positions in institutional services. Graduates are prepared to fill positions as food service managers for residence halls, hotels, tearooms, school lunchrooms, and industrial or commercial restaurants. This curriculum meets the requirements of the National Restaurant Association.

Students in the College of Liberal Arts and Sciences may major in home economics. The curriculum for these students is planned for the profession of homemaking rather than for any of the salary-earning professional careers in home economics. It includes fundamental work in the various areas of home economics. Electives should be selected for their contribution to the broad cultural background so desirable for homemakers. This major allows time for specialization in a second field.

Admission to the School should be initiated through the Admissions Office. Inquiries concerning further information about the program of the School should be directed to the Dean.

## DEPARTMENT OF APPLIED SCIENCE

Programs in applied science are now offered by the Department of Applied Science, which will become the School of Applied Science on July 1, 1959. Well-equipped drafting rooms, shops, and laboratories are available for the various programs offered in this department.

Two years of work in applied science provide most of the necessary courses for the first two years of engineering depending upon the student's objectives.

The tremendous employment opportunities in engineering are well known. The demand for engineers today is far beyond the number completing engineering degrees. Students completing two years of applied science at Southern have been successful in transferring to regular four-year engineering schools. Others may wish to complete the Bachelor of Science degree in applied science at Southern.

Admission to the Department should be initiated through the Admissions Office. Inquiries concerning further information about the program of the Department should be addressed to the Chairman.

## DEPARTMENT OF INDUSTRIAL EDUCATION

The Department of Industrial Education serves the following groups of students: (1) students interested in teaching and/or supervising industrial education in the public schools; (2) students who plan to seek super-

visory and/or teaching positions in industry; and (3) students interested in becoming manual arts therapists. On July 1, 1959, this Department will become part of the School of Applied Science.

Students interested in teaching should follow the curriculum in industrial teacher education. Those interested in industrial supervision and training within industry should follow the curriculum in industrial science. Students interested in therapeutic work in connection with industrial arts should pursue the curriculum for manual arts therapists. The latter will serve a hospital internship near the completion of this curriculum.

Admission to the Department should be initiated through the Admissions Office. Inquiries concerning further information about the programs of the Department should be directed to the Chairman.

A four-year program leading to the degree Bachelor of Science in Education is given in preparation for teaching. Students who plan to teach industrial education should enroll in the College of Education with an undergraduate major or minor in industrial education.

A sixty-four or ninety-six quarter-hour major in industrial sciences leading to the degree Bachelor of Science is given in preparation for work in industrial science. With a sixty-four-hour major a twenty-four-hour minor in another area is required. A ninety-six-hour major requires no minor. A student in this program may specialize in one of the following four areas: (1) industrial design, (2) metal processing, (3) industrial personnel work, and (4) industrial planning.

Industrial design deals with the engineering, drawing, and design of production items. The person trained in this area could supervise and train engineering draftsmen for tool and product designing.

Metal processing deals with production methods and materials handled in metal industries. Persons trained in this area might supervise and train set-up men, production workers, inspection teams, and material handlers.

Industrial personnel work involves the selection, testing, training, and placement of industrial workers. Persons trained for this work would be expected to have a wide variety of industrial experience as well as an understanding of industrial vocational guidance.

Industrial planning involves plant layout and design, materials handling, jig and fixture design, and personnel organization. Supervisors in this work would train workers and develop fabrication and assembly lines within industry. A ninety-six quarter-hour major is required here.

More and more demands are being made for industrial arts teachers with therapeutical training. The four-year curriculum in manual arts therapy is in line with the United States Civil Service Commission's announcement No. 81 B, *Manual Arts Therapist*, issued November 13, 1956.

## DEPARTMENT OF NURSING

The Nursing Department was established to help meet the health needs of Southern Illinois. The general purposes are to improve nursing services rendered to people in this area and to increase the number of nurses working in hospitals and other health agencies.

Two programs are offered by the Nursing Department. The basic professional program is open to high school graduates and others eligible for admission to the University who have had no previous education for nursing. Leading to the Bachelor of Science degree, this program aims to prepare young men and women for beginning positions in any field of nursing, including public health. Students entering the basic program should take the following subjects in high school, if at all possible: chemistry, biology, mathematics, physics, social studies, English, history, and typing. Foreign language is not required, but Latin is helpful to students entering the nursing field. Students weak in mathematics and/or chemistry should plan to enter during the summer session so as to remove deficiencies and strengthen their backgrounds.

The program for registered nurses leads to the Bachelor of Science degree, and prepares graduates for work in any branch of nursing. Intended for graduates of hospital schools, the purpose is to supplement and enrich the background of the practicing nurse. Credit for the diploma program will be given on an individual basis.

Admission to the Department should be initiated through the Admissions Office. Inquiries concerning further information about the program of the Department should be addressed to the Chairman.

## COMMUNITY DEVELOPMENT INSTITUTE

Acting Director Richard W. Poston, B.A. (Montana) 1953

Assistant Director Richard C. Franklin, Ed.D. (Columbia),

Assistant Professor 1956

In America and other parts of the world there is growing recognition of the fact that many of the most serious problems of modern society are the result of unfavorable social and economic conditions which exist in the local community. As a result of this recognition, training in community development offers opportunities for young people. Local citizens' groups, state and federal agencies, and private organizations are seeking men and women trained to help communities improve their social, moral, economic, and physical conditions.

Students in the Community Development Institute can major in

community development in a four-year program leading to a Bachelor of Science degree. This program combines classroom study with field training.

The student learns to work with civic leaders, educators, elected officials, and people at all levels of interest. He becomes acquainted with approaches and methods for developing greater unity in the community and for such specific phases of total community improvement as reducing intergroup tension, city planning, urban renewal, leadership development, and economic expansion.

Students planning to enter other careers which require a practical knowledge of community life and human relations may take a minor in community development. There are appropriate courses for school and public administrators, youth leaders, group and social workers, and educational specialists for industries, labor unions, farm organizations, religious groups, adult education councils, and other types of community-centered activities. Inquiries about the Institute's program should be addressed to the Director.

## SMALL BUSINESS INSTITUTE

Director R. Ralph Bedwell, M.S. (Syracuse)	1954
Assistant Professor Willmore B. Hastings, B.S. (Illinois)	1955-58
Lecturer Robert M. Seepe, M.B.A. (Northwestern)	1958-59
Lecturer Frank Ford Stamberg, B.S. (Illinois)	1955-59

The Small Business Institute provides courses of instruction leading to college degrees for students intending to manage or organize small businesses. Through both campus courses and off-campus on-the-job instruction, the student is given the theoretical and practical approaches to the business chosen by him. The Small Business Institute will provide for each student a curriculum selected from various divisions of the University, all courses being selected because of their value to the student's objectives. Since most of the formal course work is completed by the senior year, the student can then be provided with work experience in an appropriate type of business for one or two terms.

This program benefits from the approval and guidance of a group of business leaders in Southern Illinois. These businessmen help young people in their communities study the various job opportunities, both present and future. The Small Business Institute helps the student evaluate these opportunities and the courses that will best prepare him for them, and guides him through the early years of his business. It is imperative that the student have his objective in mind by the end of his freshman year of college.

Graduates from this four-year program receive a Bachelor of Science degree with a major in small business. Inquiries about the Institute's program should be addressed to the Director.

## LABOR INSTITUTE

Director John M. McDermott, B.S. (Southern Illinois)

1956

The function of the Labor Institute is to promote harmony and co-operation between labor and management by encouraging the training of students and others interested in labor and industrial relations, and to provide advice on the technical aspects of labor and industrial relations to labor, to industry, and to the public. This program will be carried out through the conducting of research and special surveys which may be of use to labor and industry in Southern Illinois, through the use of various specialists in the several departments of the University providing courses of instruction for students entering industry and labor, and through the establishing of appropriate special courses for personnel of industrial concerns within the area for the membership of various labor groups. Inquiries about the Institute's program should be addressed to the Director.

## LATIN AMERICAN INSTITUTE

Director A. W. Bork, Doctor en Letras (National University of Mexico)

1958

In order to provide a special program of study for the student interested in Latin America, Southern Illinois University, beginning with the school year 1958-59, offers an undergraduate major in Latin American studies leading to the Bachelor of Arts degree.

This course of studies is designed to meet the need for increasing concern with Latin America and the growing interest in the field. It is planned to provide students with a wide general background in the history, geography, economics, languages, and literature of Hispanic America. Special emphasis is placed upon achievement of sufficient knowledge of, and skill in, the use of the Spanish language to make it an effective means of communication. This level of linguistic skill is essential to open the doors of cultural understanding and appreciation of Latin America to non-Spanish-speaking students. Equal proficiency in Portuguese for those who wish to specialize in Brazilian studies will be sought in due course.

The Latin American studies major is planned (1) to prepare students to participate intelligently and effectively in business or government activities in Latin America or dealing with Latin America and (2) to enable students to choose a field of specialization for advanced academic work.

At the undergraduate level the area studies course is necessarily somewhat strictly prescribed. Although some choice may be allowed, requirements will include the following.

SPANISH

Thirty-six hours above the first-year course, including the following: 151, 152, 153; 220, 6 hours; 309, 310, 311, 315, 333, or such other substitutes for the last two mentioned as may be suggested by the adviser. These courses include Spanish and Latin American literature surveys.

MATHEMATICS

Four hours: 120 or Economics 307. Statistics.

PHILOSOPHY

Twelve hours: 120, 121, 140, 160, 441. Logic, ethics, and political thought.

ECONOMICS

Sixteen hours: 205, 206, 315, 328. Principles, money and banking, international economics. Latin American economic problems will be added later or included in readings.

GEOGRAPHY

Twelve hours: 100, 316, 413. General geography and courses on Latin America.

HISTORY

Twenty-five hours: 201, 202, 352, 353, 354, 471, 472. United States and Latin American history and relations.

GOVERNMENT

Eighteen hours: 363, 392, 470, 475. Latin American government and politics, national and international.

ANTHROPOLOGY

Eighteen hours: 110 or 212-213; 344, 345, and/or such substitute courses as shall be prescribed, but at least one specialized course on Latin America.

## PORTUGUESE

Five hours: 100. This course will be amplified to twelve hours as soon as feasible.

Of the above specified courses, 24 hours are included within the general education course requirements. Of the 192 hours needed for graduation, there will be 52 hours unspecified which must include the remaining required general education courses and what few electives may be desired. Students coming to Southern without any foreign language will be required to take the sequence 101-102-103, 101c-102c-103c in Spanish as prerequisites to the specified courses in the language. If their special interests demand, they should expect also to take such additional courses as desired in psychology, sociology, economics, or business administration.

## REHABILITATION INSTITUTE

Director Guy A. Renzaglia, Ph.D. (Minnesota)	1955
Assistant Director Albert Jene Shafter, Ph.D. (Iowa State)	1957
Adjunct Professor E. C. Cline, Ph.D. (Cincinnati)	1957
Lecturer Louis Viececi, B.S. in Ed. (Southern Illinois)	1958-59

The purpose of the Rehabilitation Institute is to co-ordinate and augment the training of college students and other field workers interested in counseling with or providing services for the handicapped. This function is carried out through a program of instruction which co-ordinates the efforts of departments within the University in the developing of rehabilitation counseling curricula, through consultant services to community agencies in the general area of rehabilitation, and through theoretical and practical research bearing on the methods and techniques of rehabilitating the handicapped. Inquiries about the Institute's program should be addressed to the Director.

## AIR SCIENCE

The mission of the Air Science Division is the selection, training, and commissioning of selected individuals as second lieutenants in the United States Air Force Reserve. A further aim in the pursuit of this mission is the orientation of all male students and selected female students to citizenship in the Air Age.

## ORGANIZATION

The Air Science Division is a senior ROTC unit administered by commissioned officers of the USAF who are detailed to it by the Department of the Air Force with the approval of the University.

The University Corps of Cadets consists of all students pursuing AF ROTC training. Cadets retain their civilian status until they are commissioned as USAF reserve officers at the end of their fourth year of study. Nonveterans are then ordered to three years of commissioned active duty.

Selected basic students may be deferred from the draft. These students must agree to enter the advanced corps if accepted. Further, they must meet the established physical, mental, and academic standards for ultimate commissioning in the Air Force. A deferment may be terminated if the prescribed standards are not maintained.

Each basic student is furnished a uniform and textbooks, for which a deposit of \$5.00 is required. Upon return of this equipment in satisfactory condition, the deposit is refunded. Students are held responsible for damage in excess of normal wear.

Advanced cadets are paid at a daily rate of approximately \$.90 during the University school year and at a monthly rate of approximately \$83.00 for summer training. They are also paid travel expense to and from camp at \$.05 per mile. All advanced students are exempt from the draft.

## COURSE OF STUDY

The Air Science course of study is divided into the Basic Course, covering the first two years, and the Advanced Course, covering the junior year, the summer encampment, and the senior year, in that order. The four-year program is designed to provide fundamental training to equip a cadet as a well-rounded junior Air Force officer oriented to the advantages of flight training. The Basic Course is mandatory for all male students who are beginning freshmen, unless they are specifically exempted by the Military Policies Committee. In general, those exempted will include veterans, those who are overage, the physically handicapped, or conscientious objectors. Successful completion of the Basic Course or its equivalent in previous military service is a prerequisite for graduation. Participation in the Advanced Course is voluntary, and is contingent upon selection by a cadet selection board of officers. A student who receives a baccalaureate degree and who satisfactorily completes the Advanced Course will be commissioned a second lieutenant in the USAF Reserve. Outstanding cadets may qualify for Regular Air Force commissions.

In addition to the four-year AF ROTC program offered for academic credit, the Division of Air Science indorses or directly sponsors a number of extracurricular activities. The Arnold Air Society is open to advanced cadets, and is a national professional fraternity. Membership in the Angel Flight, an auxiliary of the Cadet Corps, is open to selected undergraduate women. The Sabre Flight is open to basic cadets. The Rifle Team, while coached and sponsored by the detachment, is a varsity function. Other activities open to cadets are the Honor Guard, the Band, and the Singing Squadron. Cadets may also compete for numerous trophies and awards available to members of the Cadet Corps.

## DIVISION OF UNIVERSITY EXTENSION

Dean Raymond H. Dey, Ed.D. (Washington University)	1946
Associate Dean Ernest J. Simon, M.S. (Illinois)	1950
Assistant Dean Benson B. Poirier, Ed.D. (Wyoming)	1958
Field Representative Jess Wilber Turnbow, B.A. (Greenville)	1955

The purpose of the Division of University Extension is to make University credit courses available to people who are not in residence. It calls upon the various instructional agencies of the University for the personnel used to carry out its program.

Southern Illinois University is a member of the National University Extension Association. Its program meets the rigid standards set up by this organization.

The activities of the Division are organized in the following manner in order better to facilitate their carrying out.

### *EXTENSION CREDIT CLASSES*

Scheduling off-campus college credit classes has been a chief function of the Division of University Extension since it first began operating. The program was originally designed for public school teachers and administrators. It has been expanded, however, to serve many other groups. Present policy provides for the scheduling of a class whenever fifteen or more qualified people indicate their intention of enrolling in it, provided that a staff member for that particular subject is available at that time.

A maximum of one-half of the total number of credits required for the bachelor's degree, or ninety-six quarter-hours, may be earned through extension classes, and up to sixteen quarter-hours for the master's degree.

Many courses that are offered in residence are also regularly offered through extension, and, when satisfactorily completed, are given the same credit as residence work. All instructors of these extension courses are

members of the regular University faculty, and the work offered meets all of the requirements of the American Association of Colleges for Teacher Education and the North Central Association of Colleges and Secondary Schools.

### *CONFERENCES, SHORT COURSES, AND TOURING THEATER*

The Division of University Extension assists any campus department in planning and carrying out conferences and workshops, whether they be scheduled on or off campus.

Last year 132 events of this nature were held with a total attendance approximating 25,000 persons. In co-operation with the Theater Department, the Division has for the last three springs arranged for a touring theater to present plays in area communities. In the fall of 1957, plays were presented in twenty-nine communities. The theater is self-supporting, with area organizations sponsoring the plays and earning funds for local civil projects.

The Division also provides a County Institute Service for specialized faculty groups and for teacher groups in general. The programs vary in length from one hour to two days and are sometimes given as workshops for teachers before school opens in the fall.

## **DIVISION OF TECHNICAL AND ADULT EDUCATION**

The Division of Technical and Adult Education serves adults and high school graduates interested in obtaining a college-level program of instruction of a shorter duration than the usual four-year college program, qualifying them for employment at the semiprofessional and technical level in industry and business.

### *VOCATIONAL-TECHNICAL INSTITUTE*

The Vocational-Technical Institute provides for high school graduates one- to two-year college-level terminal programs for training technicians. These programs are designed to prepare men and women to fill the positions in business and industry between the skilled worker and the engineer or professional man.

#### **ASSOCIATE IN TECHNOLOGY PROGRAMS**

The two-year associate degree programs in technology are designed to give students broad foundations in special subjects in the technical

field, together with sufficient knowledge of theoretical principles. Courses in general education are included to enable them to gain understanding of problems encountered in living and working in the community.

Graduates are qualified for such positions as estimators, servicemen, factory representatives, technical assistants, draftsmen, engineering aids, commercial artists, and technicians in the fields of electronics, radio and television, building construction, dental laboratory work, industrial woodworking, machine tools and design, printing, automotive mechanics, and drafting and design.

The courses are taught by instructors who have had industrial experience in their respective fields. The laboratories and shops are equipped with modern instruments and machines comparable to those used in industry and reflecting the needs in technical employment. These associate programs in technology are six quarters in length and require a minimum of 104 to 110 quarter-hours' credit for graduation.

A high school graduate who is interested, for example, in a technician level career in the machine tool industry will receive laboratory courses in machine tool practice during each of the six quarters, working on every type of machine found in the modern industrial establishment. He will also receive related technical instruction in such subjects as quality control, materials and processes, garage theory and design, grinding processes, design of small tools and jigs, and fixtures theory and design. Throughout his two-year program he not only follows advanced patterns of study in his chosen field, but also takes courses in English, psychology, government, physics or chemistry, speech, management, labor problems, and other background fundamentals important to an industry that is conscious of its public and personnel relations.

#### ASSOCIATE IN BUSINESS PROGRAMS

Two-year curricula are also offered in the field of business leading to an Associate in Business degree. The associate degree programs in business include majors in accounting, court reporting, insurance, and two-year programs in the executive, medical, and legal secretarial studies.

Two-year programs in co-operative retailing are offered in apparel, department store, food, and hard line merchandising fields. In these retailing programs students alternate between eight weeks in the classroom and eight weeks of full-time on-the-job employment for forty-eight weeks per year. Retailing establishments throughout Illinois co-operate in the program, employing the students and paying them full wages during the "field work" period. In this intensive two-year curriculum a student learns how to sell different types of variety merchandise, studies store policies, learns show card lettering, learns about color, line, and design in apparel fashion, and takes courses in economics of distribution, textile information, and customer sales relations in his first year. In the

second year emphasis is placed on such subjects as public relations, credits and collections, inventory and control, buying fundamentals, business correspondence, and personnel management. Basic college courses in government, English, speech, and business law are included in the two-year course.

#### ONE-YEAR CERTIFICATE PROGRAMS

One-year programs are available in the fields of cosmetology (beauty culture), practical nursing, and welding.

The practical nursing program (forty-eight weeks) meets the standards set forth by the Department of Registration and Education of the State of Illinois, as to time, staff, equipment, co-operative hospital facilities, and course content. It includes sixteen weeks of classwork and thirty-two weeks of hospital training in actual bedside care of patients in local affiliated hospitals. During the clinical period limited earnings are possible. A graduate of this program is eligible for the state examination which must be passed satisfactorily to obtain a license as a practical nurse.

The cosmetology program also meets the state of Illinois standards of a licensed school of beauty culture and requires 1,000 hours of training in beauty culture in addition to courses in English, specialized selling, and record keeping. A graduate of this program is eligible for the state examination which must be passed successfully to obtain a license as a beauty operator in the state of Illinois.

### *ADULT EDUCATION*

The Adult Education program consists of noncredit courses in various vocational, technical, and general education fields designed to provide a wide variety of educational opportunities for adults.

Each course ranges in length from eight to twelve weeks, two to three hours weekly. These tailor-made courses are as varied as the interests and needs of the adults served. Courses designed to assist persons to do their jobs better or to gain skills and technical knowledge for advancement to better positions are offered for coal miners, plumbers, carpenters, construction foremen, machinists, auto mechanics, retail and office workers, nurses, bankers, insurance brokers, union business agents, welders, sales personnel, secretaries, accountants, office clerks, and farmers. The Adult Education program also includes many intensive short courses during each year. Among these are kiln-drying courses for hardwood lumbermen, a two-week cosmetology course, a series of one-week courses for Rural Electrification linemen and Rural Electrification office managers, and Chartered Life Underwriters, Chartered Property, and Casualty Insurance specialized courses.

Adult programs consisting of a series of courses geared to the needs of a particular group are also available. The two-year Industrial Management program in the East St. Louis, Granite City, and Alton area, co-sponsored by the East Side Manufacturers' Association, is an example of this type of program.

The adult education courses are taught by regular staff members obtained from every division and school of the University, as well as carefully selected specialists from the ranks of business, industry, and the professions.

## RESIDENCE CENTERS

### *SOUTHWESTERN ILLINOIS RESIDENCE OFFICE*

Executive Dean Harold Wentz See, Ed.D. (Indiana)	1955
Dean of Instruction William T. Going, Ed.D. (Michigan)	1957
Head of Industrial and Adult Education Chelsea Bailey, M.Ed. (Cincinnati)	1957-59
Business Officer Caswell E. Peebles, B.S. (Illinois)	1957
Associate Registrar John H. Schnabel, Ed.D. (Indiana)	1957
Associate Professor Raymond Jurgen Spahn, Ph.D. (Northwestern)	1957

### ALTON RESIDENCE CENTER

Director John J. Glynn, Ph.D. (St. Louis University)	1957
Director Eric R. Baber, Ed.D. (Michigan State)	1957-58
Assistant Professor Howard Vaughn Davis, Ed.D. (Washington University)	1957
Assistant Professor Alfred Garrett Harris, Ph.D. (Ohio State), Librarian	1957
Assistant Business Officer Morris F. Carr, M.S. (Illinois)	1958
Assistant Registrar David Reynolds Van Horn, M.S. (Oklahoma State)	1957

### EAST ST. LOUIS RESIDENCE CENTER

Director James D. Turner, Ph.D. (Indiana)	1958
Assistant Professor Frederick A. Forrest, Ph.D. (Stanford), Associate Librarian	1958
Assistant Professor Floyd R. Meyer, Ed.D. (Nebraska), Librarian	1957-58
Instructor Thomas D. Evans, M.S. (Southern Illinois)	1957
Assistant Business Officer Lionel Dee Howell, M.S. (Fort Hays)	1958
Assistant Registrar Gene Clyde Turner, M.S. (Southern Illinois)	1958

BELLEVILLE RESIDENCE CENTER

Director Leonard Wheat, Ph.D. (Columbia)

1957

The Southwestern Illinois Residence Office is located in the Broadview Hotel in East St. Louis. Residence centers have been established in Alton, Belleville, and East St. Louis.

*ALTON RESIDENCE CENTER*

The Alton Residence Center provides instruction for undergraduates and graduate work for individuals desiring to complete work for a master's degree on the Carbondale campus. Curriculum emphasis, for undergraduate students, is in liberal arts with a strong concentration in the sciences and technical subjects, business administration and secretarial science, teacher preparation, and nursing. Classes are available for both full-time and part-time students in day and evening sessions.

*BELLEVILLE RESIDENCE CENTER*

The Belleville Residence Center provides an undergraduate and graduate program for students interested in a degree in teacher education. Students taking work at the Belleville Center must complete at least 50 per cent of their work toward an undergraduate degree on either the Carbondale campus or at the Alton or East St. Louis Residence Centers. Graduate students must complete at least 50 per cent of their work for the master's degree on the Carbondale campus.

All classes at the Belleville Residence Center are scheduled for the late afternoons and evenings.

*EAST ST. LOUIS RESIDENCE CENTER*

The East St. Louis Residence Center, located in the old East St. Louis High School Building, will provide a full four-year undergraduate program to residents of the area. In addition, a limited evening program of upper-level courses is available for in-service teachers.

Curriculum emphasis is in liberal arts with a strong concentration in science and technological subjects, business administration, teacher education, and nursing. Classes are available for both full-time and part-time students in day and evening sessions.

Persons desiring further information about the Alton Residence Center should address their inquiries to the Registrar's Office, Alton Resi-

dence Center. Inquiries concerning the Belleville Residence Center and the East St. Louis Residence Center should be addressed to the Southwestern Illinois Residence Office, Suite 227, Broadview Hotel, East St. Louis, Illinois.

## SUMMARY OF AVAILABLE MAJORS IN THE UNIVERSITY

The following summary of majors offered by the various academic units of the University may be helpful to potential students in selecting a major. Undergraduate students who have not selected a major field of study should register in the College of Liberal Arts and Sciences as undecided.

### *GRADUATE SCHOOL*

#### MAJORS OFFERED:

Anthropology	Instructional Materials
Art	Journalism
Biological Sciences	Mathematics
Botany	Microbiology *
Business	Music
Business Education	Philosophy
Chemistry	Physical Education
Design	Physical Sciences
Economics	Physics
Educational Administration and Supervision	Physiology
Elementary Education	Psychology *
English	Recreation and Outdoor Education
Foreign Languages	Rehabilitation Counseling
Geography	Secondary Education *
Geology	Social Studies Field Major
Government *	Sociology
Guidance and Counseling	Special Education
Health Education	Speech *
History	Speech Correction *
Home Economics	Theater
Industrial Education	Zoology *

\* Doctoral major also offered in this field.

## *COLLEGE OF LIBERAL ARTS AND SCIENCES*

### MAJORS OFFERED:

Anthropology	Home Economics *
Art *	Mathematics
Botany	Microbiology
Chemistry	Music *
Economics *	Philosophy
English	Physics
Foreign Languages	Physiology
Geography	Psychology
Geology	Sociology
Government	Speech *
Health Science	Zoology
History	

### PRE-PROFESSIONAL PROGRAMS OFFERED:

Pre-Dentistry	(3 or 4 years)	Pre-Physical	
Pre-Law	(3 or 4 years)	Therapy	(2 or 3 years)
Pre-Medicine	(3 or 4 years)	Pre-Public Health	(3 or 4 years)
Pre-Occupational		Pre-Theological	(2 to 4 years)
Therapy	(2 or 3 years)	Pre-Veterinary	
Pre-Pharmaceutical	(2 to 4 years)	Science	(3 or 4 years)

\* Not professional majors.

## *COLLEGE OF EDUCATION*

### MAJORS FOR THOSE PLANNING TO TEACH IN ELEMENTARY SCHOOL:

Art	Music
Elementary Education	Physical Education
Foreign Languages	Special Education
Health Education	Speech Correction
Kindergarten-Primary	

### MAJORS FOR THOSE PLANNING TO TEACH IN HIGH SCHOOL:

Art	Industrial Education
Botany	Journalism
Business	Mathematics
Chemistry	Music
English	Physical Education
Foreign Languages	Physics
Government	Social Studies
Health Education	Speech Education
History	Zoology
Home Economics	

## *SCHOOL OF AGRICULTURE*

### MAJORS OFFERED:

Animal Industries	Plant Industries
Forestry	Vocational Agriculture
General Agriculture	

### PRE-PROFESSIONAL PROGRAMS OFFERED:

Pre-Veterinary Science (where emphasis on agriculture is desired)  
Pre-Wood Technology

## *SCHOOL OF BUSINESS*

### MAJORS OFFERED:

Accounting	Marketing
Economics	Secretarial Science
Management (General, Financial and Personnel)	

## *SCHOOL OF COMMUNICATIONS*

### MAJORS OFFERED:

Journalism	Speech
Photography	Speech Correction
Printing Management	Theater
Radio-TV	

## *SCHOOL OF FINE ARTS*

### MAJORS OFFERED:

Art	Music
Design	

## *SCHOOL OF HOME ECONOMICS*

### MAJORS OFFERED:

Home Economics (with specialization in Apparel Design, Clothing and Textile Merchandising, Dietetics, Foods in Business, Home Adviser Program, Homemaking, Institutional Management, or Smith-Hughes Home Economics Education)

## *DEPARTMENT OF APPLIED SCIENCE*

### MAJORS OFFERED:

Applied Science (including a pre-engineering program of 2 and/or 3 years)

## *DEPARTMENT OF INDUSTRIAL EDUCATION*

### MAJORS OFFERED:

Industrial Science (with specialization in Industrial Design, Industrial Personnel, Industrial Planning, or Metal Processing)

## *DEPARTMENT OF NURSING*

### MAJOR OFFERED:

Nursing

## *INSTITUTES*

The institutes listed below offer programs with courses drawn from several departments. Admission to these programs must be approved by the director of the institute.

Community Development Institute

Labor Institute

Latin American Institute

Rehabilitation Institute

Small Business Institute

## *VOCATIONAL-TECHNICAL INSTITUTE*

### PROGRAMS IN BUSINESS

#### (Two-Year)

Accounting

Court Reporting

Secretarial

Co-operative Medical

Executive Secretarial

Legal Secretarial

Co-operative Retailing

Apparel and Department Store

Food Merchandising

Hard Line Merchandising

#### (One-Year)

Bookkeeping Clerical

Calculating Machines

Stenographic

### PROGRAMS IN TECHNOLOGY

#### (Two-Year)

Architectural Drafting and Design

Automotive

Building Construction

Commercial Art

Dental Laboratory

Industrial Wood

Machine Drafting and Design

Machine Tool

Printing

Radio and Television

#### (One-Year)

Cosmetology

Practical Nursing

Welding

### *SOUTHWESTERN ILLINOIS RESIDENCE CENTERS*

Curriculum emphasis at both the Alton and East St. Louis Residence Centers is in liberal arts, with a strong concentration in the sciences and technical subjects, business administration and secretarial sciences, teacher education, and nursing. Detailed information about specific majors may be obtained from the director of each residence center.

The Belleville Residence Center provides undergraduate and graduate courses for students interested in degrees in teacher education. All classes at the Belleville Residence Center are scheduled during late afternoon or evening.



# Facts for the Potential Student

## ADMISSION TO THE UNIVERSITY

All inquiries concerning admission to Southern Illinois University should be directed to the Admissions Office. Applications for admission are accepted any time during the calendar year. Applications should be initiated at least thirty days in advance of the desired entrance date to permit the necessary work of processing to be completed. High school seniors should apply for admission at the beginning of the last semester of the senior year.

Admission to Southern Illinois University constitutes admission to a particular college or instructional unit except in the case of a person who is admitted as an unclassified student. A student may also indicate the particular major field in which he is interested. Should he be undecided, he should enroll in the College of Liberal Arts and Sciences.

### *ADMISSION OF FRESHMAN STUDENTS*

To be eligible for admission, a person must be either a graduate of a recognized high school or at least twenty-one years of age. A person twenty-one years of age and not a high school graduate is required to pass the General Educational Development Test within the first period of his attendance at Southern. A military veteran who is not a graduate of a recognized high school or is not twenty-one years of age may qualify for admission by passing the G.E.D. Test. A high school graduate who did not rank in the upper three-fourths of his high school graduating class is granted probational admission to the University.

### *ADMISSION OF TRANSFER STUDENTS*

To be considered for admission to advanced standing, a student must present a full record of his previous academic work. This record includes evidence of graduation from high school and transcripts and evidence of good standing from every college and university attended.

Admission by transfer does not necessarily mean that all credits pre-

sented for transfer will be accepted. Transferable credits are determined through evaluation at the time of presentation. In all cases, at least three-fourths of transferable credits from each institution must be "C" quality or above.

A transfer student is subject to this University's scholarship rules. A case involving admission on probation will be referred to the dean of the instructional unit in which the student desires to enroll before final admission is granted.

A transfer student dropped for poor scholarship from the last institution attended who would also have been dropped under Southern's scholarship rules is not eligible for admission to Southern until at least one quarter has elapsed from the date of suspension. A transfer student dropped for any reason other than academic failure must be cleared by the Office of Student Affairs before admission will be granted.

A transfer student must take the Guidance Test Battery or submit to the Testing Service the results of such tests taken at another institution.

### *ADMISSION OF FOREIGN STUDENTS*

The foreign student must submit, in addition to the regular admission papers, a questionnaire for foreign students indicating the years of attendance of all previous schooling. An English proficiency examination, which can be taken at the American Consulate Office or a similar agency operated by the American Government, must be submitted before the applicant can be considered for admission.

The foreign student should give evidence of having adequate financial support before his arrival on campus. The University does not assume responsibility for a student who arrives with inadequate resources.

### *ADMISSION OF FORMER STUDENTS*

A former student of Southern not in attendance on the campus at the close of the quarter preceding application for admission must apply to the Admissions Office for re-entrance prior to registration.

A former student who is not in good standing must clear his status before the Admissions Office will prepare his registration permit. It is advisable for such a student to initiate re-entrance clearance early so that all inquiries may be answered and so that the applicant can find time to complete any requirements that may be imposed upon him.

### *ADMISSION OF UNCLASSIFIED STUDENTS*

A mature person who wishes to register for particular courses offered in many of the departments of the University without undertaking all of the regular plans of study and without becoming a candidate for a degree

may be admitted as an unclassified student. Such a student must present satisfactory evidence that he is prepared to take advantageously the work required.

Application for admission as an unclassified student should be made at the Office of Admissions. Such a student must sign a statement indicating that he is not a degree student and that credit received cannot be applied toward a degree at this University while he is enrolled as an unclassified student.

A person desiring to register for only one or two courses may do so in the Office of Admissions. A person desiring to take more than this is referred to the regular academic adviser for unclassified students. A person who has already received a bachelor's degree and wishes to register as an unclassified student is referred to the Graduate School Office for registration.

## *ADMISSION OF GRADUATE STUDENTS*

A qualified student may apply for admission to the Graduate School any time during the calendar year. Application forms may be obtained from either the Admissions Office or the Graduate School Office. Official admission to the Graduate School will not be granted until complete transcripts of all previous college work are on file in the Admissions Office. Transcripts must reach the Admissions Office at least one month prior to the time the applicant expects to enter Southern.

A student who wishes to enter the Graduate School immediately after graduation may submit during the final quarter or semester of undergraduate work a transcript showing the courses he is taking, together with a statement from his registrar that graduation will follow successful completion of his current enrollment.

An undergraduate student who is within one term's work (sixteen quarter-hours) of meeting requirements for the bachelor's degree may take courses for graduate credit by applying for admission to the Graduate School and obtaining approval for his proposed major from the departmental chairman. An undergraduate who takes such courses for graduate credit must also obtain the approval of the Dean of the Graduate School at the time of registration.

A student who holds the bachelor's degree and who does not wish to become a candidate for a higher degree or for another bachelor's degree but who wishes to take work in the University should apply for admission as an unclassified graduate student.

### *ADMISSION TO THE FIRST YEAR OF GRADUATE STUDY*

Admission to the Graduate School does not constitute admission to a particular major or to candidacy for a degree.

Unconditional admission to the Graduate School is granted to a

graduate of a fully accredited college or university whose undergraduate average is 3.2 or above on a 5-point grading scale or the equivalent. Grades for previous graduate work must be "B" or above.

A graduate of an institution of limited accreditation who has a 3.2 average or above may be granted conditional admission, depending upon the merits of the institution concerned.

#### ADMISSION TO ADVANCED GRADUATE STUDY

Admission to the Graduate School does not constitute admission to a particular major or to candidacy for a degree.

Admission to the Sixth-Year Specialist's Certificate Program is based on an applicant's previous academic record, his educational experience, and his proposed objective.

Unconditional admission to advanced graduate work will be granted to a student who holds an approved master's degree and whose average in graduate work is 4.5 or above on a 5-point grading scale or the equivalent.

Conditional admission to advanced graduate work will be granted to a student who holds an approved master's degree and whose average in graduate work is between 4.25 and 4.5 on a 5-point grading scale or the equivalent.

### *ADMISSION TO THE RESIDENCE CENTERS*

A student planning to enter, or re-enter, Southern at one of the residence centers should direct his inquiry concerning admission to the Admissions Office at the appropriate residence center. Admission to the Belleville Residence Center is handled through the Admissions Office at the East St. Louis Residence Center. Admission requirements are the same for the residence centers as for the Carbondale campus.

## ADVISEMENT AND REGISTRATION

Admission to the college or university of the student's choice is an important step toward a college degree. After the student has been admitted he should talk with an adviser about his educational plans and complete his registration for the quarter he expects to enter Southern.

To insure that an undergraduate student is properly advised concerning the choice of a course of study which will fulfill the requirements of the University and prepare him for his chosen career, academic advisement has been made the special responsibility of a selected group from the teaching faculty. Each college and school of the University has a chief academic adviser and a number of assistant advisers.

Once a student has been admitted to the University, the Office of Student Affairs is notified and information concerning orientation is sent to each new student. Each fall quarter a New Student Week is held and during the other quarters a special meeting for all new students is held on the first day, with other meetings planned during the term.

New Student Week has a twofold purpose: (1) to help each new student feel that he is a part of Southern Illinois University and (2) to make each new student ready to start classes.

At Southern, a program of advance registration has been in operation for a number of years. The period of time from the third through the tenth week of each regular quarter and from the third through the seventh week of the summer session is used for advisement and registration for the following quarter. For example, a student who plans to attend Southern during the winter quarter may register between the third and the tenth week, inclusive, of the fall quarter. A new student may also register on the opening day of each quarter. All students are urged to take advantage of the advance registration period.

More detailed information about the dates for advisement and registration may be obtained from the Schedule of Classes prepared for each quarter, a copy of which may be obtained from the Registrar's Office.

A new student must have an appointment for advisement and registration during any of the advance registration periods. The steps in this procedure are given below:

1. A new student should check to be sure that he has been admitted to the University.

2. He should write for an appointment to register. An undergraduate student (except one who plans to enroll in the Vocational-Technical Institute) should write to the Academic Advisement Center, Southern Illinois University. Included in the letter should be the date and time the student plans on coming to the campus, the academic unit in which he plans to enroll, and the name of his major subject. A student who plans to enroll in the Vocational-Technical Institute should write to the Director of the Vocational-Technical Institute, Southern Illinois University, Carbondale.

3. A graduate student should write to the Graduate School Office for an appointment.

### *RESIDENCE CENTER ADVISEMENT AND REGISTRATION*

The residence centers follow a different procedure in advising and registering of students from the one described above for the Carbondale campus. Students planning to attend one of the residence centers should write for a Schedule of Classes prepared each quarter, a copy of which

may be obtained from the Registrar's Office at the appropriate center. The Schedule will contain information about advisement and registration.

## CHANGES AND WITHDRAWALS

A prescribed procedure must be followed by any student desiring to change his academic program or to withdraw from the University while the period for which he is registered is still in progress. Failure to follow the official procedure will result in academic penalty.

To add or drop a course an undergraduate student must initiate a program change with his academic adviser. In addition, the approval of other officials may be required, depending upon the specific conditions for a specific program change. A program change must be submitted to the Sectioning Center and Registration Center for final action.

Within the first week of a quarter a student may drop a course by obtaining proper approval. If a student desires to drop a course during the second, third, or fourth weeks of a quarter, the change will be approved only when the reasons appear valid; but the student will not usually be permitted to drop a required course. If a student desires to drop a course after the fourth week, the change will be approved only under unusual conditions. In the last three weeks of a quarter, changes will be approved only in extreme emergencies.

The same rules will govern program changes in the eight-week summer session, except that after the third week approval will be given for changes only in case of unusual conditions.

A student desiring to change his academic unit or his major should do so at the time he next registers after having made his decision. A change in academic unit or a change in majors within an academic unit is made with the student's academic adviser.

A student is considered officially registered after he has cleared his payment of fees at the Bursar's Office. If a student then finds he cannot attend college or, if after attending for a period of time, finds he cannot continue, he must report to the Office of Student Affairs to initiate official withdrawal action.

## FEES AND OTHER EXPENSES

The fees charged students are established by the Board of Trustees and are subject to change whenever conditions make changes necessary. Fees apply to the residence centers as well as to the Carbondale campus. At the present time, the fees charged for a quarter during the regular year are as follows:

Tuition .....	\$35.00*
Student Activity Fee .....	9.50
Student Union Building Fund Fee .....	5.00
Book Rental Fee .....	5.00
<hr/>	
Total .....	\$54.50

In addition to the above fees, a student is subject to certain other charges under the conditions listed below:

1. An AF ROTC equipment deposit of \$5.00 which is assessed the first time a student registers for a regular quarter if he is taking ROTC courses. This \$5.00 is refunded to him at the end of the year less any charge for lost equipment.

2. A late registration fee, which is \$2.00 for the first day and which increases \$1.00 each day to a maximum of \$5.00 when a student registers after the regular registration period is over.

3. A \$1.00 charge for the completing of an incomplete course.

4. A \$2.00 program change charge whenever a student changes his program from the one for which he originally registered when the change is made for reasons other than for the convenience of the University.

5. A graduation fee of \$17.00.

6. A Graduate Aptitude Test fee of \$3.00 charged a graduate student when he takes the Graduate Aptitude Test.

Graduate student fees are the same as above with the addition of a matriculation fee of \$5.00 for graduates of schools other than Southern.

Students holding valid state scholarships are exempt from the above fees to the extent provided by the terms of the specific scholarship held. An Illinois State Teacher Education Scholarship exempts the student from the paying of tuition, the student activity fee, and the graduation fee. An Illinois Military Scholarship exempts the student from the paying of those same fees. An Illinois State Scholarship exempts the student from fees in accordance with the terms of the individual scholarship.

The student activity fee includes the fees for limited hospitalization, entertainment, athletics, the *Obelisk*, the *Egyptian*, and such other privileges as may be provided.

A part-time resident student taking eight (or fewer) quarter-hours during a regular session pays half tuition and half the book rental fee. In addition, such a student pays the total student union building fund fee and has an option on paying the student activity fee.

Faculty members and University civil service employees taking courses are not charged tuition and activity fees. They pay, however, the appropriate book rental fee of \$5.00 or \$2.50, depending upon whether

\* Out-of-state students (non-Illinois residents) pay \$83.00 tuition rather than \$35.00.

they are taking more than eight hours or eight hours or fewer. They also pay the student union building fund fee.

Extension course fees are \$5.00 per quarter-hour plus a \$1.05 book rental fee per course.

Adult education course fees are computed on the basis of approximately \$.50 per contact hour.

Other charges which a student may incur are those for departmental field trips, library fines, and excess breakage.

A student is entitled to a free transcript of his University record each time he has added academically to his record through work taken at this University, provided he has fulfilled all his financial obligations to the University. There is a charge of \$1.00 for each additional transcript.

### *PAYMENT OF FEES*

Fees are payable quarterly during the academic year. Students who register in advance receive a fee statement by mail and may pay either by mail or in person at the Bursar's Office in accordance with instructions accompanying the fee statement. Students who do not register in advance or who register during the last week of the advance registration period must pay fees at the time of registration.

Refunding of fees is possible only if a student has withdrawn from school, officially, within the first ten days of a quarter and only if the application for a refund is received in the Registrar's Office within ten school days following the last regular registration day. This means that for quarters starting on a Monday the withdrawal from school must have been officially made within the first two calendar weeks of the quarter and the refund application received by Monday of the third week. No refunding of fees is made for withdrawals occurring after the first two weeks. If a student registers on a full-fee basis and then reduces his program to eight quarter-hours or fewer during the first ten days of a quarter he may receive a partial refund of his tuition and book rental fees.

### *ESTIMATED EXPENSES FOR THREE QUARTERS*

Tuition and Fees .....\$163.50

This includes book rental, hospitalization, some entertainment, admission to games, the school yearbook (the *Obelisk*), and the school newspaper (the *Egyptian*). Out-of-state fees are an additional \$144.00 for three quarters.

Room Rent .....\$175.00

Room rent is computed at the average rate of \$4.00 to \$5.50 per week for 36 weeks.

Food .....	\$575.00
Food is estimated at \$2.25 per day for 252 days.	
Miscellaneous .....	\$175.00
This item includes school supplies, dates, etc. It is estimated by students as ranging from \$3.50 to \$5.50 per week.	
Total Estimated Yearly Average Expenses .....	\$1088.50

## FRESHMAN CONVOCATIONS

All freshman students are required to register for freshman convocations. The freshman convocations program has been planned as an opportunity for Southern's freshman students to see and hear outstanding persons as a part of their general education and cultural development. Freshman students are required to attend a minimum of nine freshman convocations during each quarter of the year. Attendance is checked each week, and three quarters of satisfactory attendance meets the requirement.

## MOTOR VEHICLES

During the 1958-59 school year freshman and sophomore students at Southern Illinois University campuses are not permitted to use motor vehicles. During the 1959-60 school year freshmen, sophomores, and juniors will not be permitted to use motor vehicles. A student may petition to the Office of Student Affairs to be classified as an exception to this rule.

Full details of the administrative regulations on use of motor vehicles on the Southern Illinois University campuses are distributed to enrolled students prior to the beginning of each academic year.

## CLASS STANDING

An undergraduate student is classified as a freshman, sophomore, junior, or senior, depending upon the number of hours he has successfully completed toward the degree. A freshman is a student who has completed less than 48 hours; a sophomore from 48 through 95; a junior from 96 through 143; and a senior 144 or more.

A student who has completed one bachelor's degree and is seeking a second bachelor's degree is registered as a senior in the academic unit in which he is seeking the second degree. An undergraduate student not registered in one of the academic units is registered as an unclassified student. Such a student must sign a statement indicating that he is not a

degree student and that the credit received cannot be applied toward a degree at this University while he is enrolled as an unclassified student.

A registrant in the Graduate School is classified as a graduate student. A regular graduate student is one who is working toward an advanced degree from this University. A graduate student wishing to take graduate or undergraduate courses without their being counted toward a degree at this University is registered as an unclassified graduate student.

## COURSE NUMBERS

The course numbering system is as follows:

000-099 .....	for courses not properly falling within the following levels
100-199 .....	for freshmen
200-299 .....	for sophomores
300-399 .....	for juniors and seniors
400-499 .....	for seniors and graduates
500 and above .....	for graduate students only

Ordinarily, students are not permitted to take courses above their classification; that is, a freshman should register for freshman courses, and only in rare instances for sophomore courses.

## UNIT OF CREDIT

One quarter-hour represents the work done by a student in a lecture course pursued for a regular quarter one hour a week, and, in the case of the laboratory and activity courses, the usual additional time. One quarter-hour of credit is equivalent to two-thirds of a semester hour.

## ACADEMIC LOAD

The normal class load for a student is sixteen quarter-hours, with a maximum of eighteen hours. For the eight-week summer session, the normal load is twelve quarter-hours.

A student with a 4.25 average or above for the preceding quarter may be allowed by the dean of his college or school to take as many as twenty-one hours. In no case may a student carry, or be credited with, more than twenty-one hours in any quarter. In the eight-week summer session, a load above twelve hours regularly requires a 4.25 average and the approval of the dean of the college or school. In no case may a stu-

dent carry or be credited with more than fourteen hours during a summer session.

A student on probation may not take more than fourteen hours. In the summer session, a student on probation may not take more than nine hours.

A student is considered a full-time student when he carries twelve or more hours during a regular quarter and eight or more hours during a summer session.

Students deferred under the classification of I-S (C) or II-S must complete satisfactorily at least 48 hours (45 hours for freshmen) during three successive quarters. (Summer sessions are not considered regular quarters.) More detailed information regarding the academic loads of deferred students may be had in the bulletin *Selective Service Scholastic Deferrals as Applied at Southern Illinois University, March, 1953*, which is available in the Office of the Registrar or the Office of Student Affairs.

Veterans enrolled under Public Law 550 are subject to the following regulations regarding the academic load required for proportional subsistence for a regular quarter:

Type of Enrollment	Number of Hours Required	
	Undergraduate	Graduate
Full-time enrollment	14	10
$\frac{3}{4}$ -time enrollment	10-13	8-9
$\frac{1}{2}$ -time enrollment	7-9	5-7
Less than $\frac{1}{2}$ -time enrollment	6 or less	4 or less

## GRADING SYSTEM

Grades are expressed in letters as follows:

	(Per quarter-hour)
A, Excellent .....	.5 grade points
B, Good .....	.4 grade points
C, Satisfactory (this is intended to be the average grade) .....	.3 grade points
D, Poor, but passing .....	.2 grade points
E, Failure; all work completed including final examination, but failed .....	.1 grade point
W, Course not completed; includes incomplete records of all kinds (except "deferred" for graduate students) .....	0-5 grade points

The number of weeks the student has attended is indicated by a number; if he attended more than four weeks, this is to be followed by the grade he was making at the time of withdrawal. For example: W<sup>8</sup>B.

DEF or DF, Deferred grade; work not complete. Given only for graduate students.

AU, Course taken on audit basis. No grade or credit hours earned.

CR, Credit. No letter grade assigned.

A grade given at the end of a course is final and may not be raised by additional work.

Any student who withdraws from a class without following the prescribed procedure will receive a grade of "W-E" in the course regardless of when the withdrawal occurs. A withdrawal from a course is initiated with the student's academic adviser.

Courses from which a student has withdrawn officially will be shown on his record as "W." Withdrawal within the first four weeks of the quarter will not carry a grade. Courses from which the student has withdrawn after the first four weeks will be recorded as "W" and must carry a grade. Withdrawals after the first three weeks of an eight-week summer session or after the first six weeks of a sixteen-week extension course must carry grades. Exceptions to this rule may be permitted for unusual circumstances, but only through written approval of the student's academic dean.

Any change of grade, as upon the completion of a "W," must be reported within a year after the close of the quarter in which the course was taken. A fee of one dollar is charged for the completion of a course marked "W," unless the fee is waived on recommendation of the University physician. A student who for some reason must miss the final examination may not take an examination before the one scheduled for the class. In this case, "W," along with the grade earned at the time, is recorded by the instructor. The final examination may be taken at a later date, within one year. A complete record of all changes in grades will appear on the official transcript.

The official record of a student's academic work is maintained in the Registrar's Office.

## HONORS

In recognition of high scholarship, an Honors Day Convocation is held each spring. A candidate for the bachelor's degree in June or August who has maintained a grade-point average of 4.25 or more for all of his work through the winter quarter of his senior year receives an honor pin. A transfer student must have entered Southern Illinois University by the beginning of the junior year and have maintained the 4.25 average in order to qualify. Each junior having a 4.25 grade-point average and each sophomore and freshman having a 4.50 grade-point average is also

honored at the Convocation but does not receive a pin. To be eligible, a student must be attending full-time.

For Honors Day purposes a senior is a student who will graduate in June or August; a junior must have more than 121 quarter-hours at the end of the preceding winter quarter but will not graduate during the year; a sophomore must have 48 to 120 quarter-hours at the end of the preceding winter quarter; a freshman must have 32 to 47 quarter-hours at the end of the preceding winter quarter.

Graduating seniors are also recognized at Commencement on the graduation program, and their diplomas designate honors granted on the following basis:

Highest Honors .....	Point average of 4.90 or higher
High Honors .....	Point average of 4.75–4.89
Honors .....	Point average of 4.50–4.74

## *HONORS COURSES*

A student with a 4.5 grade-point average at the end of his second year is eligible to apply for honors work. In exceptional cases, students with less than 4.5 may be eligible if the Honors Work Program Committee approves. The Committee is the final judge if doubt arises about the eligibility of a student to enter honors courses.

Each honors student does his work under the supervision of an adviser, selected in conference between the student and the department chairman or chairmen involved, and acceptable to the Honors Committee. Secondary advisers may at times be required. The student's election of an honors program must also have the approval of his regular adviser.

The adviser and the department, in consultation with the student, will prepare for the student an honors program, which, before being put into effect, must have the approval of the chairman of the Honors Committee and the appropriate academic dean.

The candidate for honors will complete a series of honors courses, and a final honors examination. These honors courses are undertaken only at the beginning of a quarter and are counted in the total credit-hour load, subject to the usual regulations. At the end of each quarter's work the adviser will report to the Registrar the grade and credit hours of the honors student.

The student must have weekly conferences or the equivalent with his adviser, who will keep a written record of the student's progress. The student must complete nine quarter-hours of honors work and may be granted up to eighteen quarter-hours. The amount of credit is determined by the adviser and the chairmen of the departments concerned. All arrangements about credit should be clearly understood by student and

adviser at the outset. If a student abandons the program before completing it, he will receive regular course credit for the work that he has done.

At least one month before the convocation at which the student expects to receive his degree he will be given a final honors examination covering the work done under the honors program. There will be at least three examiners, including the adviser, the chairmen of the departments concerned, or their representatives, and such other faculty members as represent fields of study included in the honors work. A favorable vote by a majority of the examining committee is required to pass the candidate.

A student who has satisfactorily completed the requirements of honors work is so reported to the Registrar. At the convocation when the successful honors student is to receive his degree, special recognition of his achievement will appear in the official printed program and upon the student's diploma.

## SCHOLASTIC PROBATION

In order to warn students when they are not meeting the graduation requirement of a "C" average, they are placed on scholastic probation.

A freshman or sophomore goes on scholastic probation at the end of the quarter in which his over-all grade points fall below the "C" average by more than fifteen points. A freshman or sophomore on scholastic probation who does not make a "C" average for a given quarter will be dropped from his academic unit. At that time he will be referred to the Office of Student Affairs for counsel concerning future academic possibilities. He is restored to good standing when his over-all grade points rise again to within fifteen points of a "C" average.

A junior or senior goes on scholastic probation at the end of any quarter in which his over-all average falls below "C." A junior or senior on scholastic probation who does not make a "C" average for a given quarter will be dropped from his academic unit. At that time he will be referred to the Office of Student Affairs for counsel concerning future academic possibilities. He is returned to good standing when his over-all average is again a "C" or better.

A student on scholastic probation who makes a "C" average or better for a given term is permitted to re-register for the next term without special permission. A student who has been dropped on the basis of the University's scholastic probation rules and who desires to be readmitted must initiate action through the Admissions Office.

In order to participate in extracurricular activities, any student on scholastic probation must submit a petition for consideration by a special committee. This request is to be filed with the Supervisor of Student Activities, Office of Student Affairs.

A transfer student should note that the rules governing scholastic probation apply to his record made only at Southern as well as to his over-all record. For example, a junior student who transferred in good standing will be placed on probation if he fails to maintain a "C" average for his work at Southern as well as if he fails to maintain a "C" average for his total work.

## DEGREES GRANTED

Southern Illinois University grants the following degrees in June and August each year:

Associate in Art	Bachelor of Music Education
Associate in Business	Master of Arts
Associate in Technology	Master of Fine Arts
Bachelor of Arts	Master of Music
Bachelor of Science	Master of Music Education
Bachelor of Science in Agriculture	Master of Science
Bachelor of Science in Education	Master of Science in Education
Bachelor of Music	Doctor of Philosophy

## REQUIREMENTS FOR THE BACHELOR'S DEGREE

Each candidate for the degree must complete 192 hours of credit in approved courses. At least 64 must be in senior college courses, of which 48 must be earned in residence at Southern. Each student must have a "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject. These averages are required for the credit made at Southern as well as for the total record.

The following requirements should be met by degree candidates of all colleges and schools within the first two years of attendance (for the Bachelor of Music and the Bachelor of Music Education degrees, the requirements are somewhat different and may be found in the School of Fine Arts Bulletin).

### *SOCIAL STUDIES*

A student must have twenty quarter-hours in the social studies with five hours in each of four of the following five departments: Economics, Geography, Government, History, and Sociology. Students are expected to satisfy this requirement by selecting from the following courses:

ECONOMICS

205-5. SURVEY OF ECONOMIC PRINCIPLES.

GEOGRAPHY

100-5. GLOBAL GEOGRAPHY. A world regional survey in which significant differences from place to place are observed and analyzed. Basic factors of population distribution. Tracing of development of man's working connections with the land and its resources.

GOVERNMENT\*

101-5. PROBLEMS OF AMERICAN DEMOCRACY I. A general survey of government including national and state constitutional principles as required by Illinois Law.

HISTORY\*

101-3, 102-3, 103-3. SURVEY OF WORLD CIVILIZATION. Courses designed primarily for freshmen, as a survey of the development and evolution of civilization; the foundation for further courses in the field of history. One term devoted to each of the following periods: ancient, medieval, and modern.

201-5. HISTORY OF THE UNITED STATES TO 1865. Courses 201 and 202 designed to provide a general survey of the political, social, and economic development of the United States. Course 201 includes national and state constitutional principles as required by Illinois Law. Prereq, sophomore standing.

202-5. HISTORY OF THE UNITED STATES SINCE 1865. A continuation of 201.

(Two quarters of 101, 102, 103 meets the requirement except in the College of Education where five hours of United States history are required for graduation. History 201 or 202 will meet this requirement.)

SOCIOLOGY

101-5. INTRODUCTORY SOCIOLOGY. Scientific study of human society and the various means by which individuals and groups adjust to each other and to their physical and social environment.

\* The state of Illinois requires that American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America, and the Constitution of the State of Illinois, and the proper use and display of the American flag shall be taught in all public schools and other educational institutions which are maintained in whole or in part by public funds, and that no student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects. Government 101 and 300 and History 201 and 330 offer such instruction. (Students preparing to teach should also check with the College of Education concerning the state certification requirements).

## *HUMANITIES*

Eighteen quarter-hours are required in the humanities. Of these eighteen hours, nine must be English 101, 102, and 103, with six additional hours selected from English 205, 206, 209, 211, or 212. The remaining three hours are to be Art 120 or Music 100. A student is also advised to complete the foreign language requirement for the bachelor's degree within the first two years when he is taking a program requiring a foreign language.

### ENGLISH

101-3, 102-3, 103-3. FRESHMAN COMPOSITION.

105-3 to 6. ENGLISH AS A FOREIGN LANGUAGE. Open to foreign students only. Maximum of three hours to be earned per quarter; graduate students receive no credit.

205-3. INTRODUCTION TO POETRY. Emphasis on technique, type, and period.

206-3. INTRODUCTION TO DRAMA. The form, artistry, and ideas of various plays from most of the notable literary periods.

209-3. INTRODUCTION TO WORLD LITERATURE. A reading of masterpieces of European literature of various periods.

211-3. INTRODUCTION TO FICTION. An examination of the novel designed to acquaint the student with the important aspects of artistic excellence in this form.

212-3. INTRODUCTION TO MODERN LITERATURE. Principal forms, ideas, and writers of the literature of America and England in the twentieth century. Especially recommended to majors in other fields than English.

### ART

120-3. ART APPRECIATION. Introductory course relating art to daily experience.

### MUSIC

100-3. MUSIC UNDERSTANDING. Introductory course for nonmajors, with emphasis on background, purpose, and structure of representative compositions.

## *BIOLOGICAL SCIENCES*

Nine quarter-hours are required in this area. Of these nine hours, four must be taken in Health Education 100 and the additional five in Botany 101 or 202 or Zoology 100.

### HEALTH EDUCATION

100-4. HEALTHFUL LIVING. A survey course in personal and community health designed to meet the general health needs of college students. Presents scientific information as a basis for helping the student develop proper health attitudes and practices.

#### BOTANY

- 101-5. GENERAL BOTANY. An introductory study of the morphology, anatomy, and physiology of the seed plants, including vegetative and sexual reproduction; identification and recognition of common trees by leaf and stem characters. Laboratory and field studies.
- 202-5. GENERAL BOTANY. A study of representative plants of the great plant groups; classification; evolution of the plant kingdom. Laboratory, and one all-day (required) field trip. Student cost about \$5.00. Prereq, 101.

#### ZOOLOGY

- 100-5. PRINCIPLES OF ANIMAL BIOLOGY. Introduction to the major principles underlying the study of zoology. Lectures on principles of animal classification, organization of matter into cells, tissues, organs, and organ systems, heredity, ecology, animal distribution, organic evolution, economic zoology, and conservation. Laboratory work designed to illustrate the above principles.

### *MATHEMATICS AND PHYSICAL SCIENCES*

Twelve quarter-hours are required in this area. These twelve hours are to be selected from two of the following three departments: Chemistry, Mathematics, and Physics.

#### CHEMISTRY

- 101-4. GENERAL CHEMISTRY. A survey course for students who wish only to satisfy the general education requirements in physical science. Composition and states of matter, valence, formulas and equations, solutions and electrolytes; water, oxygen, carbon, sodium, and iron. Lect. and lab.
- 102-4. GENERAL CHEMISTRY. Continuation of 101, completing a survey of the more important nonmetals and metals, and of simple organic and biological chemistry. Lect. and lab. Prereq, 101.

#### MATHEMATICS

- 106-4. GENERAL MATHEMATICS I. A course designed particularly for students who take mathematics to satisfy a graduation requirement. Regular sections, designated in class schedule as 106a, include a careful study of the real number system in order to provide a better understanding of arithmetic and elementary algebra. Sections for business majors, designated in class schedule as 106b, cover topics from intermediate algebra with business application. Sections designated as 106c cover a regular course in intermediate algebra. Prereq, two semesters of high school mathematics and satisfactory score on placement test, or Math. 100.
- 107-4. GENERAL MATHEMATICS II. Continuation of 106. Regular sections, designated in class schedule as 107a, cover certain topics from algebra and geometry. Sections for business majors, designated in class schedule as 107b, cover elementary mathematics of finance. Prereq, 106.

## PHYSICS

101-4, 102-4. SURVEY COURSE IN PHYSICS. Mechanics, light, and sound covered in 101; heat and electricity in 102. For students whose chief interests are not in the physical sciences. Pre-engineers and physics majors should take 211, 212, and 213. Other science majors, including pre-medical students, should take 206, 207, and 208.

## *PRACTICAL ARTS AND CRAFTS*

Three quarter-hours are required in this area for students who have not had any of this work in high school. Work may be taken in agriculture, business, home economics, or industrial education to meet this requirement. The number of courses from which a student might select makes it impractical to list specific courses here. A student should consult with his adviser when desiring to satisfy this requirement so as to make certain that he does not select a course which has a prerequisite he has not satisfied. Also, he might turn to the latter part of this chapter for a listing of elective courses.

## *PHYSICAL EDUCATION*

Six quarter-hours of physical education activity course credit are required. The work is to be selected from the courses listed below.

Men students participating in varsity sports may substitute, in lieu of this requirement, three quarters of competition on a varsity athletic squad, each quarter in a different sport, provided they register for the varsity sport for credit. Not more than two quarter-hours in any one sport may count toward this requirement. Not more than six hours of physical education activity credit may be accepted toward the graduation requirement for men students.

Women students are to select three courses from the 100-series and three courses from the 200-series. All 100-numbered courses meet three days a week and all 200-numbered courses meet two days a week. Not more than one course may be taken in any one quarter without special permission from the physical education department.

### PHYSICAL EDUCATION FOR MEN

149-1. ADAPTED AND RESTRICTED ACTIVITIES. Freshman requirement for students with functional or structural disorders. Three-hour activity.

151-1, 152-1, 153-1. FRESHMAN REQUIRED PHYSICAL EDUCATION. Three-hour activity.

170-2, 171-2, 172-2, 173-2, 174-2, 175-2, 176-2, 177-2, 178-2, 179-2. VARIOUS VARSITY SPORTS.

208-1, 224-1, 230-1, 233-1, 239-1. VARIOUS DANCE COURSES.

249-1. ADAPTED AND RESTRICTED ACTIVITIES. Sophomore requirement for students with functional and structural disorders. Two-hour activity.

251-1, 252-1, 253-1. SOPHOMORE REQUIRED PHYSICAL EDUCATION. Two-hour activity. Prereq, 151, 152, and 153.

254-1. BOWLING. Fundamental techniques; rules and strategy.

## PHYSICAL EDUCATION FOR WOMEN

- 100-1, 120-1, 204\*-1, 205\*-1, 228-1, 316-1, 317-1. VARIOUS SWIMMING COURSES.
- 101B-1, 101H-1, 101S-1, 102-1, 103-1, 206-1, 212-1, 213-1, 214\*-1, 215-1, 216-1, 218\*-1, 222\*-1, 223-1, 254-1, 255-1, 315-1, 373-1, 375-1, 377-1. VARIOUS ACTIVITY COURSES.
- 107-1, 127-1, 208-1, 224-1, 230\*-1, 233-1, 239\*-1, 374-1, 376-1. VARIOUS RHYTHM, BODY MOVEMENT, AND DANCE COURSES.
- 101A-1, 102A-1, 103A-1, 201A-1, 202A-1, 203A-1. ADAPTED PHYSICAL EDUCATION. For students who are physically unable to participate in the regular physical education activities.

\* Students who are advised by the University Physician to restrict their activities should register in a course marked with an "A" or an asterisk.

*AIR SCIENCE*

Six quarter-hours of Air Science and Tactics are required for all entering male students who undertake their first college work by entering Southern Illinois University (Carbondale campus) unless they are veterans, or over twenty-five years of age at the time of entrance, or are excused from this requirement by the Military Policies Committee.

Male students who transfer less than forty-five quarter-hours of acceptable credit from a residence center of Southern Illinois University, from the Vocational-Technical Institute of Southern Illinois University, or from another college or university, including a junior college, shall be required to take six quarter-hours of Air Science and Tactics unless otherwise excused from the requirement by the University Military Policies Committee, or unless they are veterans or are over twenty-five years of age at the time of entrance.

- 101-1, 102-1, 103-1. AIR SCIENCE I, BASIC. Introduction to AF ROTC; introduction to aviation; fundamentals of global geography; international tensions and security organizations; military instruments of national security; and leadership laboratory. Basic military training. 2 hours lect.; 1 hour lab.
- 201-1, 202-1, 203-1. AIR SCIENCE II, BASIC. Introduction to Air Science II; elements of aerial warfare—introduction, targets, weapons, aircraft, bases, operations; careers in USAF; and leadership laboratory. Cadet noncommissioned officer training. 2 hours lect.; 1 hour lab. Prereq, 101, 102, 103, or equivalent with consent of PAS.

*ADDITIONAL DEGREE INFORMATION*

Degree candidates are expected to follow the basic program outlined above, plus the advanced work recommended by the department in which the student expects to do his major work. The requirement that freshmen must attend weekly freshman convocations should also be noted. If the student intends to take his degree elsewhere, the adviser may recommend changes in these requirements in favor of those of the institution from which the student plans to be graduated. If the student changes his mind

and decides to take his degree at Southern, none of the above requirements can be waived.

A student who receives his first bachelor's degree from Southern, and who desires a second bachelor's degree, must complete forty-five hours in addition to those required for the first degree and must fulfill the requirements for the second degree. Of these forty-five hours, a minimum of fifteen hours must be taken in residence on this campus and a maximum of fifteen hours may be taken by extension and/or correspondence courses. At least thirty hours must be in senior college courses. If a student received his first bachelor's degree from another university, forty-eight hours are required to fulfill the residence requirement for the second bachelor's degree, two-thirds of which must be in senior college courses.

Students may satisfy any of the above requirements by passing non-credit attainment tests. In some cases, more advanced work may be substituted for the required courses listed. Students who transfer in the junior or senior years may substitute senior college courses in most departments for the freshman-sophomore courses listed above.

The physical education requirement can be waived only by the Graduation Appeals Committee upon the recommendation of the University Physician. Waiver procedure should be initiated early in a student's college course and in no case later than the end of his sophomore year. Students thirty years of age or older are not subject to this requirement.

#### TEACHING CERTIFICATES

Most students planning to teach in the public schools register in the College of Education. However, it is possible for a student to be registered in one of the other colleges or schools and meet the state requirements for a limited high school teaching certificate by using as his electives certain prescribed courses in the College of Education. Students in the College of Education will find specific certification information in the College of Education Bulletin. Students in other colleges and schools may receive the certification information in mimeographed form by addressing the Registrar's office.

## EXTENSION AND CORRESPONDENCE CREDIT

A maximum of one-half of the number of hours required for the bachelor's degree, or ninety-six quarter-hours, may be taken by extension and correspondence courses combined. Of this total, not more than forty-eight quarter-hours may be taken in correspondence courses.

While Southern Illinois University does not maintain a correspondence division, courses taken by correspondence from institutions which are members of the Association of American Universities are regularly accepted, if the final examinations are taken under supervision on a college campus.

## UNIVERSITY CREDIT FOR MILITARY EXPERIENCE

Southern Illinois University follows the policies recommended by the American Council on Education regarding credit for military experience and for experience in civilian activities related to the war, as set forth in the *Guide to the Evaluation of Educational Experiences in the Armed Forces*. No credit is allowed for College Level G.E.D. Tests. Credit will be accepted for USAFI courses within the limitations imposed for extension and correspondence work.

Veterans who served one year or more of active duty and who received an honorable discharge may receive up to fifteen quarter-hours of credit for such service. This credit will substitute for the physical education, air science, and health education requirements as listed under Requirements for the Bachelor's Degree. Veterans who served six months to one year of active duty and were honorably discharged may receive three hours of freshman air science credit. Less than six months of active service does not allow any college credit.

In the event that a veteran has already taken some of this work in college prior to entrance into service, the amount of credit received for military service will be reduced correspondingly. In order to receive credit for military service a veteran must present a copy of his discharge or separation papers to the Admissions Office.

## ELECTIVE COURSES

Not all of the 192 hours required for a bachelor's degree consist of required courses. A student will find that he has opportunity to take a certain amount of work on an elective basis. The extent of this opportunity will vary, depending upon a student's academic unit and major.

A list of suggested elective courses appears below. This listing has been furnished by the various departments and consists of courses that a student can consider taking without the necessity of having had certain prerequisites except, perhaps, the departments' general education courses as listed earlier. This listing of elective courses does not include those courses previously listed under the section on Requirements for the Bachelor's Degree.

## ACCOUNTING

- 250-4. ACCOUNTING FUNDAMENTALS. For students who want a general knowledge of accounting, but who do not wish to pursue the subject further.
- 309-2. INCOME TAXES FOR INDIVIDUALS. Federal income tax law as applied to individuals.

## AGRICULTURAL INDUSTRIES

- 114-4. INTRODUCTION TO AGRICULTURAL ECONOMICS. Agricultural and national and local economy; distribution and reasons; size and organization of farm business; policies affecting agriculture.
- 303-4. SURVEYING. Elementary surveying; use of tape, compass, leveling transit, with practice in making simple maps.

## ANIMAL INDUSTRIES

- 105-4. ANIMAL HUSBANDRY. Survey of beef cattle, sheep, and hog industries; laboratory work in judging; field trips, approximately \$2.00 per student.
- 125-4. ELEMENTARY POULTRY PRODUCTION. Brooding and rearing of chicks, housing, feeding, disease control, flock selection, management, and marketing of poultry.
- 231-4. DAIRY HUSBANDRY. Introductory work, including selection, herd improvements, milk secretion, manufacture of dairy products.

## ANTHROPOLOGY

- 110-5. GENERAL ANTHROPOLOGY. Anthropology as a science and a profession. Brief survey of human origins, prehistory, world ethnography.
- 211-3. PHYSICAL ANTHROPOLOGY. Human evolution and variation. Anthropometry. Prereq, 110.
- 212-3. CULTURAL ANTHROPOLOGY. Nature and origin of culture. Content and patterning of cultures. Cultural processes. Prereq, 110 or Soc. 200.

## ART

- 203-2 to 12. BEGINNING CERAMICS. First quarter: emphasis on throwing clay objects on potter's wheel, hand building and press molding of decorative and functional containers; decorative uses of clay and glazes, study of line and form. Second quarter: continuing study of throwing forms on the potter's wheel, decorative techniques using clay and glazes, firing the kiln; study of raw materials of ceramics, glaze making. Third quarter: continuing study of throwing forms on the potter's wheel, calculation of glaze formulas, study of special types of kiln firing; emphasis on creative approach to subject.

## 70 *General Information*

- 231-4. JEWELRY. Single-term introductory course. Study of basic techniques used in construction of jewelry with an emphasis on a personal and original design experience.
- 245-2 to 12. THE FIGURE. Three-quarter sequence. A study of the human figure in terms of form, movement, and structure accompanied by an exploration of possibilities of various drawing media.
- 250-2 to 12. OIL PAINTING. Three-quarter sequence. Introductory study of oil painting as a medium of expression. Individual rather than group problems planned and worked upon. Nonmajors must have permission of instructor.
- 345-4. ART OF THE NINETEENTH CENTURY. A survey of significant monuments and their meaning in the western world between the French Revolution and late nineteenth-century impressionism.
- 347-4. ANCIENT ART. A survey of art history from early Egyptian times to the fall of Rome.

## *ASTRONOMY*

- 201-4. INTRODUCTION TO ASTRONOMY. Four recitations a week, together with frequent evening observations with and without telescope. Should be followed with 202 for a complete course.

## *BOTANY*

- 350-4. PLANTS IN RELATION TO MAN. A study of the basic relationships of plants to the life of man; the history, geography, crop ecology, production, consumption, and uses of plants and plant products of economic importance.

## *CHEMISTRY*

- 111-5. INORGANIC CHEMISTRY. (1 hour credit after 101.) A beginning course (high school chemistry not a prerequisite) for chemistry majors and minors, pre-medical, pre-dental, pre-engineering, pre-veterinary, and dietetic students. Atomic structure, valence, formulas, equations; general properties of gases, liquids, and solids, oxygen, hydrogen, water, solutions, and the halogens. Lect. and lab.

## *CLOTHING AND TEXTILES*

- 127-4. CLOTHING SELECTION AND CONSTRUCTION. Fundamentals of clothing construction. Use of commercial patterns in construction of basic garments of wool, cotton, and rayon. Use of short-cut methods.
- 135-3. TEXTILES. Selection of textiles from consumer standpoint. Characteristics of commonly used fibers and fabrics; textile information as a tool in the selection and care of household textiles and clothing.

## *ECONOMICS*

- 206-4. ECONOMIC PRINCIPLES AND PROBLEMS. Prereq. 205.

- 307-4. ECONOMIC AND BUSINESS STATISTICS. Three hours lecture; two hours laboratory. Prereq, 205; recommended, Math. 106a.  
317-4. ECONOMIC HISTORY OF THE UNITED STATES. Prereq, 205.

### *EDUCATIONAL ADMINISTRATION AND SUPERVISION*

- 100-4. INTRODUCTION TO EDUCATION. An orientation course to enable students to make intelligent decisions about teaching as a career.

### *ENGLISH*

- 301-3. INTRODUCTION TO SEMANTICS. The nature of language, the emotional and intellectual content; breaking down linguistic naivete, and developing a consciousness of the motives in the use of language.  
308-4. AMERICAN NOVEL. Emphasis on Hawthorne, Melville, Crane, Lewis, and Cather.  
312-3. FOLKLORE. A study of the types of folklore, with wide reading in the field. Students are expected to collect and classify examples from local lore.  
335-4. THE SHORT STORY.  
356-4. THE NOVEL SINCE 1900. Novelists of various nations. Recommended for students not majoring in English.  
365-4. SHAKESPEARE. The chief comedies and histories.

### *FOOD AND NUTRITION*

- 105-4. FOODS. Production, marketing, preparation, and service of foods common to family breakfasts and lunches.  
206-4. FOODS. Units on foods common to family dinners; home preservation of food. Prereq, 105, or permission of instructor.  
336-4. MEAL PLANNING AND SERVING. Principles of food selection and menu making. Selection and use of table appointments. Demonstrations on table setting and service.

### *FOREIGN LANGUAGES*

#### FOREIGN LANGUAGES

- 140-2. LATIN AND GREEK ELEMENT IN ENGLISH I. Presentation in English contexts of Greek and Latin roots basic in modern technical and scientific vocabulary. No knowledge of the ancient languages required.  
240-2. LATIN AND GREEK ELEMENT IN ENGLISH II. Similar to 140 but more advanced and introducing medical terms.

#### GREEK

- 320-3. SURVEY OF GREEK LITERATURE. Discussion of Greek literary works and their influence on later literature. No knowledge of Greek required.

- 330-3. **CLASSICAL MYTHOLOGY.** Study of the classical myths and their literary value. No knowledge of Greek or Latin required.

#### LATIN

- 304-2. **PRIVATE LIFE OF THE ROMANS.** A course comprising a personal study of the average family; housing, food, and clothing; marriage, education, amusements, slaves, and freedom; means of livelihood; death and burial. Open to all students whether they have had Latin or not.
- 320-3. **LATIN LITERATURE IN TRANSLATION.** Discussion of Latin literary works and their influence on later literature. No knowledge of Latin required.

### FORESTRY

- 361-4. **FOREST CONSERVATION.** The importance and use of forests, their management and conservation, and public forest policy. For non-agriculture majors. Cannot be used toward major credit in agriculture. Field trips, approximately \$2.00.

### GEOGRAPHY

- 310-4. **METEOROLOGY.** Study of weather, the factors and conditions influencing it, and its importance to man. Emphasis placed upon agriculture, aviation, business, industry, and everyday understanding of weather. Most recent findings in weather science studied. Of value to persons interested in weather bureau service. Prereq, 100.
- 313-3. **GEOGRAPHY OF ILLINOIS.** Acquaints the student with the regional concepts of our state, the distribution of climate, vegetation, soils, landforms, and mineral resources; interrelates agriculture, manufacturing, industry, and population distribution, interpreted within a regional framework. Prereq, 100.
- 315-4. **GEOGRAPHY OF EUROPE.** An intensive study of regions, with stress on their description, interpretation and utilization. Emphasis on interdependence of political units. Prereq, 100.
- 324-4. **RESTORATION AND CONSERVATION OF NATURAL RESOURCES.** Survey of major resources of United States with stress on problems of conservation and restoration. Emphasis on water, mineral, forest, grass, soil, wildlife, scenic, and recreational resources. Field trips. Prereq, 100, or permission of instructor.

### GEOLOGY

- 100-4. **PRINCIPLES OF GEOLOGY.** A study of earth materials, geologic processes, and earth history. Stress upon the common rocks and minerals, erosional and depositional processes, volcanism, and formation of mountains; development of life forms, and the changing face of the earth; application to understanding the landscape, the search for oil and mineral resources, engineering construction. Laboratory.
- 220-5. **PHYSICAL GEOLOGY.** A study of the principal minerals and rocks of the earth's crust, emphasizing origin and identification; the physical

processes active in producing the surface features of the earth. Laboratory and field trips required.

## GOVERNMENT

- 231-5. AMERICAN NATIONAL GOVERNMENT. A survey covering the structure, functions, and principles of national government.
- 305-5. DEVELOPMENT OF THE AMERICAN CONSTITUTION. The evolution of the United States constitutional system. Recommended for pre-law students. Prereq, 101 or 231.
- 330-2. ILLINOIS GOVERNMENT. The development and functioning of government in Illinois. Prereq, 101 or 231.

## HEALTH EDUCATION

- 233-2. FIRST AID. Red Cross first aid course as a basis. Emphasis on standard techniques in emergency case. Standard ARC certificate upon completion.
- 311-4. CHILD DEVELOPMENT. Physical development of the child, beginning with the study of pregnancy, prenatal and postnatal care, and the physical development of the child from birth to puberty.
- 312-4. EMOTIONAL HEALTH. Designed for prospective teachers and parents. Emotional health of the teacher and parent in terms of its influence upon the child in the classroom.
- 325-3. COMMUNITY HEALTH PROBLEMS. Methods of water purification; sewage disposal; diseases transmitted by contaminated food, water, and milk; restaurant sanitation and food handling.
- 355-4. INTRODUCTION TO PUBLIC HEALTH. An introduction to the federal, state, and local official public health agencies, and to voluntary public health agencies; their organization, administration, functions, and relationship to school and community health programs. Programs emphasized by visits to local and state public health agencies.

## HISTORY

- 212-4. HISTORY OF EUROPE. A comprehensive study of the principal social, economic, political, and cultural developments since 1815.

## HOME AND FAMILY

- 227-3. FAMILY LIVING. A study of relationships and adjustments in family living, designed largely to help the individual.
- 300-3. HOME ECONOMICS FOR MEN. Units dealing with food selection, serving, and table practice; economics of the home; grooming and clothing selection; family relations; consideration of personality evaluation. Field trip.
- 324-2. EQUIPMENT. Selection, use, and care. Field trips.
- 341-4. CONSUMER PROBLEMS. Study of motives of consumption, family income and expenditures, selection of commodities and services, buying and selling practices, and evaluation of consumer aids. Consideration of contemporary consumer problems. Field trips.

### *HOME ECONOMICS EDUCATION*

- 111-2. HOME ECONOMICS ORIENTATION. Surveying professional opportunities in home economics; planning for the development of personal and professional proficiencies.

### *HUMANITIES*

- 301-1. MAN'S CULTURAL BACKGROUND. A series of lectures by various experts pointing up the contributions of literature, art, and philosophy to understanding the modern world.

### *INDUSTRIAL EDUCATION*

- 300-4. LEATHERWORK AND PLASTICS. Elementary fundamental principles and practices involved in working leather and plastics.

### *JOURNALISM*

- 101-3, 102-3. INTRODUCTION TO JOURNALISM I, II. Development of the newspaper in America; role of the press in modern society.  
393-3. PUBLICITY METHODS. Designed for students who do not plan a career in writing, but desire guidance and practice in writing for newspapers and magazines about their fields of specialization.

### *MANAGEMENT*

- 170-4. INTRODUCTION TO BUSINESS ADMINISTRATION. A survey of business, intended to give to the student a general knowledge of the modern business world, a better basis for choosing his specialty, and certain information not covered in the various specialized courses offered.  
271-4. BUSINESS WRITING. Principles and practice in writing typical kinds of business correspondence and reports. Prereq, Eng. 103. Ability to pass qualifying test in typewriting.

### *MARKETING*

- 330-5. MARKETING PRINCIPLES AND PRACTICES. A general survey course designed to acquaint the student with the entire field of marketing. Consideration given to the underlying economic principles; historical development of distributive systems, channels, agents, institutions, functions, policies and principles.

### *MICROBIOLOGY*

- 100-5. PRINCIPLES OF MICROBIOLOGY. Introduction to the fundamental aspects of biology, drawing for examples upon microbial forms.

Consideration of morphology; principles of classification; growth and reproduction; heredity, ecology; effects of physical and chemical agents; organisms essential, beneficial and harmful to man; host-parasite interaction; principles of immunology and epidemiology. Lectures, laboratory, and field trips.

## MUSIC

- 001-1. BAND
- 002A-1. CHORUS
- 003-1. ORCHESTRA

### CLASS INSTRUCTION IN THE FOLLOWING AREAS:

- |                     |                     |                  |
|---------------------|---------------------|------------------|
| 010A-1. VIOLIN      | 020C-1. CLARINET    | 050B-1. TRUMPET  |
| 010B-1. VIOLA       | 020D-1. BASSOON     | 050C-1. TROMBONE |
| 010C-1. CELLO       | 020E-1. SAXAPHONE   | 050D-1. TUBA     |
| 010D-1. STRING BASS | 030-1. PERCUSSION   | 050E-1. BARITONE |
| 020A-1. FLUTE       | 040-1. PIANO        | 060-1. VOICE     |
| 020B-1. OBOE        | 050A-1. FRENCH HORN |                  |

105-4, 106-4, 107-4. THEORY OF MUSIC. Fundamentals of music in sight singing, ear training, harmony, and keyboard harmony.

307-4. RECREATIONAL MUSIC AND SINGING GAMES. For those interested in the less formal approach to music and for prospective leaders of recreational activities.

330-4, 331-4, 332-4. MUSIC HISTORY AND LITERATURE. (Formerly 336, 337, and 338.) 330: musical thought from the early Greek and Roman periods; development of music in the fifteenth and sixteenth centuries. 331: musical thought in the seventeenth, eighteenth, and early nineteenth centuries (Bach to Wagner). 332: Wagner, the rise of nationalism, late nineteenth- and twentieth-century composers. 331 and 332 may be taken following successful completion of 330.

345-1. MADRIGALS.

346-2 to 12. OPERA WORKSHOP.

## NURSING

101-0, 102-2. INTRODUCTION TO NURSING. General introduction to the field. Historical development, philosophy of nursing education and service, the team, functions of nursing, hospitals and other health agencies.

## PHILOSOPHY

100-2. SCIENCE AND THE NATURE OF THE WORLD. Introduction to scientific knowledge and its relation to philosophy. Topics drawn from many sciences presented without assuming any prior acquaintance with the sciences: infinity, cause, necessity, nature and the machine, perception, etc.

120-2. PRACTICAL LOGIC I. Introduction to accurate thinking, and the proper use of the resources of language, covering such topics as signs

and symbols, definition, metaphor, fallacies, propaganda analysis, implication, and syllogism.

- 121-2. PRACTICAL LOGIC II. Popular but inadequate ways of gathering and summing up information in contrast with the more reliable procedures of common sense and science.
- 140-2. IDEAS OF GOOD AND EVIL. Elementary exploration of human purposes, in terms of the good, faith and knowledge, human destiny and progress, freedom, democracy.
- 160-2. THE MEANING OF ART. Significance of the arts, developed by considering selected works from architecture, painting, literature, and music.
- 170-3. VALUES IN THE MODERN WORLD. A critical examination of basic moral, religious, aesthetic, and intellectual values of western civilization as these are expressed in selected works of art, music, literature, and philosophy. Attention will be given to alternative value systems and other forces which challenge these values today.
- 302-4. WORLD RELIGIONS. An historical and comparative study of the principal religions of the world. Particular attention is given to such non-Christian faiths as Hinduism, Buddhism, and Islam.
- 386-4. AMERICAN PHILOSOPHY. A survey of American philosophic thought from colonial days to the present, with emphasis on such recent thinkers as Peirce, James, Royce, Dewey, and Santayana.

### *PHYSICAL EDUCATION—WOMEN*

The department recommends courses 100, 120, 204, 205, 208, 216, 222, 228, 239, 254, 255, 315, and 377. These courses are listed on page 66. Any of these courses may be counted toward the six quarter-hours of activity courses required for graduation, but if the six quarter-hours have been taken, the above courses may be added as electives.

### *PHYSICS*

See Astronomy, page 70.

### *PHYSIOLOGY*

- 209-5. INTRODUCTION TO PHYSIOLOGY. A survey of the functions of the human body. Designed for students in various fields desiring a basic but comprehensive knowledge of human physiology. Three hr. lect; four hr. lab.
- 300-4. HUMAN ANATOMY. Lectures, demonstrations, and periodic observation of the prosected body. Lectures confined to bones, joints, muscles, and nerves. Designed for majors in physical education and for those wishing an elementary knowledge of human structure.

### *PLANT INDUSTRIES*

- 264-4. GENERAL HORTICULTURE. General principles of plant propagation, vegetable growing, fruit growing, landscape gardening, and

floriculture. Field trips, approximately \$2.00 per student. Three lectures and one 3-hour lab.

304-3. **LANDSCAPE GARDENING.** Land selection, landscape design and development for home, farm, and public sites with regard to area adaptation. Field trips, approximately \$2.00 per student.

344-4. **GENERAL FLORICULTURE.** Propagation, culture, and uses of flowering plants in the home and garden. Field trips, approximately \$2.00 per student.

## *PRINTING AND PHOTOGRAPHY*

260A-3. **BEGINNING PHOTOGRAPHY.** Picture-taking techniques and dark-room procedures emphasizing the camera in the modern press.

## *PSYCHOLOGY*

201-4. **PSYCHOLOGY I: THE HUMAN PERSONALITY.** A general introduction to the psychological nature of man, his inner dynamics, his learning to perceive and think about himself and his world, his personality development trends, and the basic adjustive patterns.

301-4. **CHILD PSYCHOLOGY.** The total, integrated psychological development of the child, with special consideration given to the influence of interpersonal relationships in the home and school. Prereq, 201.

## *RADIO-TELEVISION*

161-4. **RADIO-TELEVISION SPEAKING.** Oral and visual speaking techniques for various radio and television speaking situations such as studio announcing, musical and dramatic programs, interviews, etc. Extensive microphone practice. Many recordings. Sound films for television practice performance.

251-3. **SURVEY OF BROADCASTING.** Examination of the U.S. system of broadcasting, with emphasis on its history, its structures, economics, network and local station operational structures. The various systems of foreign broadcasting.

257-4. **FUNDAMENTALS OF BROADCAST WRITING.** Oral and visual forms of writing for radio and television. Short continuity forms and commercial presentations.

367-3. **RADIO-TELEVISION PRODUCTION SURVEY.** Radio and television production techniques for those individuals not planning a full-time broadcasting career. Uses of production equipment. Production of basic types of programs. Two 1-hour lectures per week and two 2-hour scheduled laboratory periods.

## *RECREATION AND OUTDOOR EDUCATION*

210-3. **SOCIAL RECREATION.** Materials and techniques for planning and conducting social activities for groups of varying sizes and ages in the many different social situations.

## *SCIENCES*

- 301-1. *MAN'S PHYSICAL ENVIRONMENT*. A series of lectures by various experts pointing up the contribution of the physical and biological sciences to understanding the modern world.

## *SECRETARIAL AND BUSINESS EDUCATION*

- 102-3. *TYPEWRITING I*. An introductory course in touch typewriting, giving credit only to those students who have had no previous school training in typewriting. Students who have had typewriting in high school should take a placement test. Placement tests are given each quarter at announced times. Course 102 is the first course in a five-course typewriting sequence. The others are 103-3, *Typewriting II*; 104-3, *Typewriting III*; 113-3, *Typewriting-Duplicating*; and 213-3, *Typewriting IV*.
- 105-4. *SHORTHAND I*. An introductory course in Gregg shorthand, giving credit only to those students who have had no previous school training in shorthand. Students who have had shorthand in high school should take a placement test. Placement tests are given each quarter at announced times. Course 105 is the first course in a five-course shorthand sequence. The others are 106-4, *Shorthand II*; 107-4, *Shorthand III*; 216-4, *Shorthand IV*; and 308-4, *Transcription*.

## *SOCIAL STUDIES*

- 301-1. *MAN IN SOCIETY*. A series of lectures by various experts in social and governmental problems.

## *SPECIAL EDUCATION*

- 200-2. *ORIENTATION TO THE EDUCATION OF EXCEPTIONAL CHILDREN*.

## *SPEECH*

- 101-4. *PRINCIPLES OF SPEECH*. Development of an understanding of basic principles and proficiency in the skills involved in everyday communication.
- 103-4. *ORAL INTERPRETATION*. A basic course for speech majors, teachers, preachers, and those interested in the analysis of good literature and the oral communication of the literature to an audience.
- 108-3. *SPEECH FOR FOREIGN BORN I*. Designed to facilitate the learning of American English. May be substituted by foreign-speaking students for Speech 101.
- 201-2. *PARLIAMENTARY LAW*. How to conduct a meeting. Study and practice of the rules of parliamentary procedure.
- 202-3. *PRINCIPLES OF DISCUSSION*. Principles and methods of group discussion. Current problems used as material for discussion.

## *SPEECH CORRECTION*

- 104-4. **TRAINING THE SPEAKING VOICE.** Designed for those students who desire to improve their voice and articulation.
- 108-3. **SPEECH FOR FOREIGN BORN I.** Designed to facilitate the learning of American English. May be substituted by foreign-speaking students for Speech 101.

## *THEATER*

- 106-4. **INTRODUCTION TO THE THEATER.**
- 111-3, 112-3, 113-3. **STAGING TECHNIQUES.** Lectures and practical experience in all phases of dramatic production in connection with departmental public presentations. One quarter is prerequisite to all courses numbered over 200.
- 208-1 to 3. **DRAMATIC ACTIVITIES.** Credit to be earned by participation in public performance.

## *ZOOLOGY*

- 102-5. **GENERAL INVERTEBRATE ZOOLOGY.** Studies of typical representatives of the various kinds of invertebrate animals. Relationship, structure, and natural history emphasized.
- 303-4. **GENERAL ORNITHOLOGY.** Recognition of birds and study of their songs, nests, migratory habits, and other behavior. Cost of field trips, \$10.00 to \$25.00 per student. Prereq, 100 or its equivalent.
- 314-4. **HEREDITY AND EUGENICS.** Principles of heredity in relation to animals, including man. (Also given by extension.) Prereq, Zool. 100 or Bot. 101.
- 316-4. **INSECT PESTS AND THEIR CONTROL.** Principal harmful and beneficial insects and their allies; chemical and biological methods of control.
- 350-4. **ECONOMIC ZOOLOGY.** Animals in relation to public welfare.



# University Services

## UNIVERSITY LIBRARIES

Director Ralph E. McCoy, Ph.D. (Illinois)	1955
Assistant Professor (Residence Centers) Floyd R. Meyer, Ed.D. (Nebraska)	1957-58
Assistant Professor (Residence Centers) Alfred Garrett Harris, Ph.D. (Ohio State)	1957-59

## AUDIO-VISUAL SERVICES

Assistant Professor Donald A. Ingli, M.A. (Minnesota)	1947
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## PUBLIC SERVICES

Assistant Director Elizabeth O. Stone, M.S. in L.S. (Illinois), Assistant Professor	1953
Assistant Professor Roy Vail Jordan, M.A. (Wisconsin), Emeri- tus (1952)	1948
Education Librarian Zella Cundall, B.S. in L.S. (Illinois), Assistant Professor	1946
Assistant Education Librarian Ruth E. Bauner, M.S. (Illinois), Instructor	1956
Assistant Education Librarian Bill Victor Isom, M.S. (Illinois), Instructor	1957
Humanities Librarian Alan M. Cohn, M.A. (Washington Uni- versity), Assistant Professor	1955
Assistant Humanities Librarian Grace E. Kite, M.A. (Colum- bia), Assistant Professor	1941
Assistant Humanities Librarian Earl Tannenbaum, M.A. (In- diana), Instructor	1957
Science Librarian Harry R. Skallerup, M.A. (Minnesota), In- structor	1955
Assistant Science Librarian Angela T. Battaglia, M.S. (Illinois), Instructor	1956
Assistant Science Librarian Patricia Anne Boord, B.A. (Ill- inois), Assistant Instructor	1957-58
Assistant Science Librarian Eugene E. Graziano, M.A. (Okla- homa), Instructor	1958

Social Studies Librarian John Clifford, Ph.D. (Iowa), Assistant Professor	1955
Assistant Social Studies Librarian Ruby Kerley, A.M. in L.S. (Michigan), Assistant Professor	1935-42; 1948
Assistant Social Studies Librarian Harold F. Smith, M.A. (Denver), Instructor	1957
University School Librarian Cora Edna Thomassen, M.S. (Illinois), Instructor	1957
Assistant University School Librarian Mary Belle Melvin, B.S. in L.S. (Illinois), Assistant Instructor	1947-59
Vocational-Technical Institute Librarian Gordon Owen Allen, M.S. in L.S. (Michigan), Instructor	1956

## TECHNICAL SERVICES

Assistant Director F. S. Randall, B.L.S. (Chicago), Assistant Professor	1953
Catalog Librarian Kent U. Moore, A.M. (Columbia), Instructor	1952
Assistant Catalog Librarian Golda Hankla, M.A. (Illinois), Instructor	1938
Assistant Catalog Librarian Dorothy E. Heicke, M.A. in L.S. (Illinois), Assistant Professor	1947
Assistant Catalog Librarian Annette Lewis Hoage, M.L.S. (Illinois), Instructor	1957
Assistant Catalog Librarian Nina Marie Morton, B.S. in L.S. (Illinois)	1956-58
Order Librarian John G. W. McCord, B.S. in L.S. (Illinois), Instructor	1951
Assistant Order Librarian Mary E. Clayton, B.A. (Missouri), Assistant Instructor	1957-58
Serials Librarian James E. Tydeman, M.A. (Chicago), Instructor	1955-58

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Adjunct Professor P. Miller Boord, M.A. in L.S. (George Peabody)	1957
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*THE LIBRARY SYSTEM*

The University library system consists of four subject libraries (Education, Humanities, Science, and Social Studies), an Audio-Visual Department, and a Textbook Rental Service, all housed in the general library building. There are also branch libraries in the University School, the Vocational-Technical Institute, and at the Alton and East St. Louis resi-

dence centers. The work of acquiring and cataloging library materials is performed by the Technical Services Division.

### *SPECIAL FACILITIES*

Most of the books in the University Libraries are arranged in "open stacks," enabling students and faculty members to browse freely. The library building provides a lounge for informal study and for reading current newspapers and periodicals of a general nature. Graduate students have a special study area and locker facilities. Group study areas are also provided in each subject library. A browsing room, furnished informally, contains books of current information in many fields. Individual and group listening rooms permit students and faculty members to use the record collection in the Humanities Library. Preview rooms in the Audio-Visual Department provide for individual and group viewing of films. Facilities for use of microfilm, microprint, and microcard are also provided in the subject libraries. An exhibit hall enables the Library to display some of its choice materials. The Library furnishes specially selected collections, which are rotated periodically among the University dormitories. The Library staff is prepared to assist patrons in locating special books and other materials, in finding general and specific information on any topic, and in giving instruction in the use of bibliographical tools.

### *GENERAL RESOURCES*

The University Libraries contain approximately 250,000 volumes (including bound government documents, bound periodicals, and books), plus a collection of some 50,000 maps, a curriculum and textbook collection of more than 5,000 books and 3,000 curriculum guides and courses, an amateur play collection of approximately 1,200 items, a large file of sample tests, and a collection of approximately 1,200 long-playing phonograph records. The Library subscribes to some 2,500 periodicals and to 70 newspapers, some on microfilm. The Library is a depository for federal and Illinois state printed documents and for the Army Map Service. It also subscribes to United Nations printed documents that are issued in microprint form. The Audio-Visual Department has approximately 3,500 films and filmstrips available for both on- and off-campus use.

### *SPECIAL COLLECTIONS*

Among the special resources of the University Libraries are a collection of *Lincolnia* and *Americana*, contributed in 1944 by Clint Clay Tilton, a Danville newspaper publisher, a collection of some 1,200 vol-

umes on folklore from the library of the late Alexander Krappe, and some 4,000 volumes dealing with American social, political, and religious life, contributed in 1957 by the Kern family of Belleville. The Library also has assembled a good working collection of law books, including the complete reporter system. The Library's extensive music collection has been augmented in recent years by gifts of books and musical scores from Mrs. Robert P. Bates of Chicago, in memory of her sister, Emma Lansden. The University is rapidly developing a collection of books by and about Walt Whitman as a result of the beneficence of the Detroit industrialist and Whitman scholar, Charles Feinberg. Mr. Feinberg has also presented the University with choice examples of private press books.

### *AUDIO-VISUAL SERVICES*

The Audio-Visual Department of the Library has two primary functions—on-campus and off-campus services. Campus users are provided with the various types of projection service. Films from Southern's library and many from other sources are provided for campus and extension classes.

The department, as an audio-visual center for Southern Illinois, provides aid to schools and other agencies. This program includes both consultation service and rental of audio-visual materials, particularly films.

The department has equipment and laboratory facilities for producing educational audio-visual materials and for microfilming books and manuscript materials.

### *TEXTBOOK SERVICE*

As part of the services of the University Libraries, a textbook rental system is operated for the benefit of students. Each quarter students are furnished with the basic textbooks required for their courses. The books are returned at the end of the quarter, but students interested in purchasing any of them for their personal libraries may do so at a reduced cost.

### *ARCHIVES*

As a first stage in the development of a Southern Illinois archival collection, the Library has acquired approximately 1,200 volumes of Southern Illinois newspapers, representing 69 titles from 48 communities. The University Library also has a small but growing collection of books, maps, manuscripts, and records dealing with the Southern Illinois region and is interested in acquiring further materials of this nature which will be useful in research in local history.

## *BIBLIOGRAPHICAL FACILITIES*

To assist Library patrons in locating books, the Library has provided a central card catalog which consists of an author, subject, and sometimes title entry for all books in the University Libraries. In addition, an author and topical (shelf list) catalog is maintained in each subject library. National and book trade bibliographies, including the printed catalog of the Library of Congress, the British Museum, and the Bibliothèque Nationale, are located in the bibliography room in the main building. Periodical indexes and printed bibliographies on various subjects are housed in the appropriate subject libraries. The Audio-Visual Department maintains a printed catalog of its film holdings.

## *REGIONAL LIBRARY CENTER*

A regional library center, serving the public libraries of Southern Illinois through consultation and supplementary book service, has been established in the General Library. The center is operated jointly by the University and the Illinois State Library, under a federal library service grant.

## **MUSEUM**

Director John Charles Kelley, Ph.D. (Harvard)	1950
Assistant Professor Charles Henry Lange, Ph.D. (New Mexico)	1955
Assistant Professor Carroll Laverne Riley, Ph.D. (New Mexico)	1955
Instructor Esther Bennett, M.S. (Southern Illinois)	1949
Instructor Howard D. Winters, M.A. (Chicago)	1955
Research Assistant James Edward Gillihan, B.A. (Southern Illinois)	1957-58

The Southern Illinois University Museum is located on the ground floor of Altgeld Hall. It is dedicated to research and exhibition in all fields of natural sciences and social studies. The central theme of both research and exhibition is the natural environment and human occupancy of Southern Illinois. Exhibits in the new Museum quarters portray the physiography, climate, and wildlife of the region, together with the various ways of life developed by Indians, pioneer Americans, and modern citizens.

The Museum has extensive collections in the field of the natural sciences, including specimens pertaining to such studies as herpetology, mammalogy, ornithology, paleontology, mineralogy, and botany. In the social studies collections are included several thousand artifacts repre-

sentative of pioneer American life in Southern Illinois, documents of historical interest, and archeological specimens illustrative of many of the prehistoric Indian cultures of Southern Illinois, Northern Mexico, and the Southwestern United States.

In the field of history, pioneer life is vividly portrayed by a series of miniature dioramas as well as by larger displays which feature pioneer arts and crafts. Exhibits depict the wild life of Southern Illinois in its natural habitat. In the field of art, the wood carvings of Fred Meyers have attracted much attention. Six of these carvings depict typical Southern Illinois pioneers, while others are replicas of extinct and living animals.

The research program of the Museum emphasizes work in zoology, botany, history, and anthropology. The founder of the Museum, Cyrus N. Thomas, was not only a student of local natural history but also one of the pioneer archeologists of the Mississippi River valley. The Museum has issued several publications in history and zoology and plans to publish various popular and technical papers in connection with its current research program.

The Museum offers a variety of extension services. Museum teaching units and individual specimens are available for loan to Southern Illinois schools. On request, exhibits will be prepared for state and local fairs, as well as for historical and cultural observances and regional development projects. On the campus the Museum will loan specimens and, if they are desired, prepare classroom exhibits for other University departments. Museum staff members are available for public or classroom lectures in their respective fields. The Museum as a repository for specimens and collections in natural science and social studies invites donations of specimens and collections; long-term loans of such materials will be gratefully accepted. Irreplaceable scientific and historical specimens will be given proper treatment and storage in the Museum, to assure their preservation as well as to make them accessible to the people of this region.

The Museum is open to visitors from 8:00 A.M. to 5:00 P.M. on week days, on Saturdays from 8:00 A.M. until noon, and on Sundays from 2:30 P.M. to 5:00 P.M. Special hours may also be requested. Conducted tours of the exhibits may be arranged for classes and other groups.

## LECTURES, ENTERTAINMENTS, AND EXHIBITS

At Southern Illinois University, the general education of the student is advanced not only by the courses required for all degrees but also by a planned program of lectures, concerts, recitals, plays, and exhibits.

In order to establish in students a continuing interest in such mat-

ters, a freshman convocation is held each week. Outstanding lecturers, musicians, artists, scientists, explorers, and educators appear before the freshmen to acquaint them with developments in various fields of interest. Attendance is required of all students classified as freshmen.

In addition, the Special Meetings Service and the Carbondale Community Concert Association bring to the campus nationally known individuals and groups. In 1957-58 some of these were the St. Louis Symphony, Rudolf Firkusny, Maureen Forrester, the Joffrey Theater Ballet, and the Henry Street Playhouse Ballet. In 1958-59 some of the artists are Jerome Hines, Michael Rabin, Eugene List with the Knickerbocker Orchestra, and an opera company including Phyllis Curtin, Delores Wilson, David Lloyd, Mac Morgan, and others. All programs are admission free to students.

Academic departments also bring to the campus nationally and internationally known experts in their fields for lectures and for conferences and workshops. The humanities lecture series on "Abstraction as Style in Art and Thought" and a science series featuring both Southern and visiting faculty members were presented the past year.

Each year the Department of Music publishes a complete bulletin of programs performed during the season, available upon request. Approximately one hundred recitals and concerts by student, faculty, and visiting artists are presented on the campus. Such artists as Robert Noehren, organist, Suzanne Bloch, lutenist, Harry Zaratzian, violist, Johana Harris, pianist, Roy Harris, composer, and Mlle. Nadia Boulanger have appeared in programs since September, 1956. Admission to all programs sponsored by the Community Concert Association and the Carbondale Friends of Chamber Music is free to the University student body. The series of weekly faculty and graduate student recitals given each Sunday afternoon in Shryock Auditorium is also admission free to students and to community music lovers.

Each year the University sponsors a Festival of Fine Arts during the spring quarter in which visiting performers, lecturers in the various aspects of the fine arts, exhibits of important art collections, and programs by selected student, faculty, and guest artists are presented as part of an integrated festival. For a copy of the annual Fine Arts Festival brochure write to the Dean, School of Fine Arts.

Regular concerts are given by the Southern Illinois Symphony Orchestra, the Symphonic Band, the University Choir, the Madrigal Singers, the Women's Choir, and the Air Force ROTC Band and Choir. The University Opera Workshop presents several full-length performances each year plus programs of operatic excerpts. The University Oratorio Society annually presents two full-length oratorios in the winter and spring seasons.

Plays are presented by the Southern Players, an extracurricular dra-

matics organization sponsored by the Theater Department. The Southern Players offer to all students, regardless of academic affiliation, opportunities for practical experience in every phase of theater art: acting, stagecraft, lighting, publicity, and business. Some of the plays presented in recent years have been *My Three Angels*, *Picnic*, *Streetcar Named Desire*, *Twelfth Night*, *Playboy of the Western World*, and *Ah, Wilderness*.

The Art Department presents a year-round program of exhibitions in the Allyn Gallery. Exhibitions are chosen with the intention of providing students and interested public with a continuous experience of viewing and judging significant and representative works of art of contemporary or historical character. Exhibitions are presented from such agencies as the American Federation of Arts, the Smithsonian Institution, the Bertha Schaefer Gallery, and the Museum of Modern Art. Important works of such recognized artists as Picasso, Matisse, Rouault, Toulouse-Lautrec are not infrequently exhibited.

## UNIVERSITY HEALTH SERVICE

Director Richard V. Lee, M.D. (Illinois), University Physician, Associate Professor	1955
University Physician Jean R. Boatright, M.D. (Illinois), Asso- ciate Professor	1956-58
University Physician Katerina Kalnins, M.D. (Ludvig Maxi- millian, Munich), Associate Professor	1954
University Physician Denton B. Ferrell, M.D. (Illinois), Lec- turer	1957-58
Assistant Instructor Helen Thomas Goetz, R.N. (St. Luke's)	1946
Lecturer Herbert V. Fine, M.D. (Chicago Medical)	1958-59

The primary purpose of the University Health Service is to cultivate in students both physical and emotional health.

The most helpful basis for aid comes from the student's individual health folder, for which the Health Service collects all available data. Blank forms are sent to the student applying for admission to the University. One of these, the medical-history record, the student will process, in accordance with specific instructions and with the assistance of parent or guardian. The other, the home-physician's record, will contain that physician's findings, based upon his thorough examinations of the prospective student. Later, during orientation, the student will receive supplementary physical tests not included in his home examination. Results of these tests; all records of specialized examinations, immunizations, illness, and treatment; and all accounts of emotional upsets, of necessary communications with home physician or specialists, or of any other health

matters will be entered into a personal health folder and will be kept available for consultation and reference during the student's entire attendance at school.

Other functions of the Health Service are supervision of environmental factors which could become health hazards, and immunization against disease.

Students are encouraged to call at the Health Service when any physical or emotional condition arises to interfere with their programs. Treatment will be given or, if necessary, the student referred immediately to a hospital, clinic, or specialist. When hospitalization is needed, the student is placed in the hospital of his choice; and the cost, within a reasonable limit, is covered by the item termed "Hospitalization" included in the activity fee required of each student.

The staff of the Health Service consists of qualified, full-time physicians and registered nurses.

STUDENT WORK PROGRAM

Director Frank Clyde Adams, M.S. in Ed. (Southern Illinois), Instructor	1957
Assistant Director Roland Keene, M.A. in Ed. (Washington University)	
Research Assistant John William McIntosh, B.S. (Southern Illinois)	1956-58
Research Assistant Joseph Zimny, B.S. in Ed. (Southern Illi- nois)	1958-59

The student work program assists students in obtaining employment to defray a portion of their educational expenses as well as to gain experience while working. Since it is impossible to guarantee work to every applicant, prospective students who expect to earn part of their expenses, and who do not have definite appointments to positions before coming to college, should have means of support for at least three months. Students who expect to earn a large part of their expenses should plan to carry reduced academic loads.

The recommended work load with respect to the academic load is as follows:

SCHOLASTIC LOAD	WORK LOAD
16 quarter-hours .....	70 hours per month
12 quarter-hours .....	90 hours per month
8 quarter-hours .....	110 hours per month
4 quarter-hours .....	130 hours per month

The student work program provides job opportunities as follows:

1. Students employed on the campus are paid from \$.80 to \$1.15 per hour, based upon off-campus experiences and the number of years of satisfactory service to the University. Employment by the University on a part-time basis is provided for some 1,600 or more students in the following fields: clerical, typing, and stenographic; library, laboratory, and museum; research and survey; agricultural and gardening; janitorial, maintenance, and repair; police and security; and miscellaneous jobs.

2. Private employment is sometimes obtained by the students themselves, but the student work program receives calls for temporary or part-time jobs in the community and area and offers these to interested students. These calls are continuous throughout the year and usually require immediate placement.

3. Students are assisted in finding summer jobs at resorts, in governmental agencies, in business, and on farms, in order that they may gain experience and provide themselves with funds for the school year.

The Student Work Office is a referral agency and as such cannot promise jobs to students. However, every effort is made to place students with financial need in either on-campus or off-campus jobs.

Students employed in on-campus positions are expected to participate in pre-service and in-service training programs of departments having programs of this nature.

An application for student employment, or information about work possibilities, may be obtained by addressing the Student Work Office.

### *STENOGRAPHIC SERVICE*

Supervisor, Bonnie A. Lockwood, Ph.D. (Pittsburgh), Assistant  
Professor

1945

The Stenographic Service was activated for a twofold purpose: (1) to give faculty members access to qualified secretarial help; and (2) to train student employees so that they may give better service while employed in a student capacity.

The work performed by this Service is primarily mimeographing, duplicating, automatic typewriting, and general stenographic duties.

### OFFICE OF STUDENT AFFAIRS

Director of Student Affairs and Dean of Men I. Clark Davis,  
Ed.D. (Indiana)

1949

Dean of Women Mildred Schrotberger, M.A. (Wisconsin), In-  
structor

1952

Assistant Dean of Men Elwyn E. Zimmerman, M.A. (Michigan State)	1958-59
Assistant Dean of Women Loretta Ott, M.S. in Ed. (Southern Illinois), Instructor	1948

The services of the Office of Student Affairs are designed to assist in developing and maintaining a suitable campus environment for all students. General administration of the Office of Student Affairs is under the supervision of the Director of Student Affairs. The Office of Student Affairs is an all-University division which co-ordinates all student personnel services not associated with academic instruction, and supervises all student activities and organizations. The units of this division include the Student Counseling and Testing Service, the Student Activities Office, and the Student Special Services Office, which includes Housing and Financial Assistance.

## STUDENT SPECIAL SERVICES

### STUDENT FINANCIAL ASSISTANCE

Acting Co-ordinator Ronald K. Green, M.A. (Southern Illinois)	1958-59
Assistant Co-ordinator Mary M. Beimfohr	1957

The program of student financial assistance of Southern Illinois University includes scholarships, awards, prizes, grants-in-aid, private agency awards, and student loan funds.

The comparative limitation of such forms of assistance in terms of both number and the amount available from each makes it inadvisable for an undergraduate student to expect to meet all University expenses from such means. It is strongly suggested that the student be prepared to supplement such assistance as may be granted with private funds secured from personal savings, insurance, family assistance, part-time employment in the community, or participation in the student work program at the University.

### *Scholarships*

Scholastic potential and financial need are the two most important criteria utilized in selecting recipients of scholarships. Freshman applicants must have ranked in the upper half of their graduating class and have achieved a minimum comprehensive high school average equal to that of a "C" (3.0). Enrolled students at the University must have achieved a minimum over-all average for all course work completed at the university or college level of "B" (4.0).

The degree of need is important not only in determining the recipients of the scholarships but also in determining the amount of the assistance granted from a particular scholarship fund.

Other factors being equal, the students with the highest grade averages will be given preference in determining recipients of the scholarships.

Scholarships currently in existence at the University include the following:

Achievement Prize for Zoology Majors  
 Achievement Prize for Zoology 100  
 Alpha Phi Omega Scholarship Fund (Zeta Nu Chapter)  
 Borden Freshman Prize  
 Donald Forsythe Unit #514 Scholarship (American Legion Auxiliary)—Carbondale, Illinois  
 Elsie Bain Scholarship in Nursing (Women's Auxiliary of Holden Hospital)—Carbondale, Illinois  
 Francis Marion Hewitt, Sr., Scholarship in Art  
 Fraternal Order of Eagles, Murphysboro Aerie #670 Scholarship—Murphysboro, Illinois  
 Girls' Rally Scholarship  
 Illinois Congress of Parents and Teachers Association Scholarships (Special Education)  
 Illinois Congress of Parents and Teachers Association Scholarships  
 Joe Dougherty and Don Cross Scholarship (Tau Kappa Epsilon)  
 Johnson Foundation Chemistry Scholarship  
 June Vick Memorial Scholarship (Beta Sigma Phi)—Carbondale, Illinois  
 Leah M. Reef Memorial Scholarship  
 Plumbers and Steamfitters Local #160 Scholarship—Murphysboro, Illinois  
 President's Awards  
 Presser Foundation Music Scholarship  
 Roscoe Pulliam Memorial Alumni Scholarship  
 Southern Illinois University Faculty Mine Memorial Scholarship  
 Thelma Louise Kellog Scholarship  
 Western Electric Scholarship

### *Awards*

Financial assistance is occasionally granted to students who have evidenced superior potential either at the high school or the university level in either scholarly or co-curricular endeavors, or both. Freshman applicants for awards are required to have ranked in the upper half of their

graduating class or to have achieved a minimum comprehensive high school average of "C." Enrolled students must have achieved a minimum over-all average of "C" (3.0) for all work completed at the college or university level.

As a part of the award program, the Board of Trustees of the University has established 350 tuition awards known as Southern Illinois University Scholarship and Activity Awards. Awards currently in existence at the University include the following:

Anita Ray Early Memorial Scholarship  
Carbondale Lions Activity Award  
District I-C Lions of Illinois Award (Teachers of the Mentally Retarded)  
Floyd Wakeland Memorial Award in Music  
Illinois Poultry Improvement Association Award  
Jefferson County Parent Group Award (Teachers of Mentally Retarded Children)  
Men's Residence Halls Service Award  
Murphysboro BPOE #572 Scholastic Scholarship—Murphysboro, Illinois  
Pinckneyville United Organizations Scholarship Fund—Pinckneyville, Illinois  
Prairie Farmer Publishing Company Scholarship in Agricultural Journalism  
Sahara Coal Company Awards in Forestry  
Saluki Award Fund  
Southern Illinois Editorial Association Award (Community Journalism)  
Southern Illinois Symphony Orchestra Awards  
Southern Illinois University Scholarship and Activity Awards  
University Women's Club Award  
Woody Hall Service Award

### *Prizes*

A limited number of prizes are awarded to students who have evidenced superior achievement in specific areas or departments of the University. These prizes frequently take the form of books, medals, or trophies, and are presented at various times during the year. Eligibility varies considerably from one prize to another. Interested students are invited to consult the specific departments or groups concerned with selecting the recipients for further details. Prizes currently in existence at the University include the following:

Betty Rhodes Scholarship Award (Alpha Gamma Delta)

Janice Neckers Memorial Scholarship (Sigma Sigma Sigma)  
 Mallarmé Prize in French Studies  
 Phi Beta Kappa Prize  
 Sigma Pi Memorial Fund

*Grants-in-Aid*

Frequently, organizations or individuals establish funds at the University to assist certain students with their educational expenses. Usually such students are selected by the donor although recommendations are sometimes made through the Scholarships and Loans Committee or the various departments of the University. Specific criteria, including grade requirements, used for the selection of recipients of these grants are established by the donor. Grants-in-aid currently in existence at the University include the following:

American Legion Paul Stout Post #127—Murphysboro, Illinois  
 Aviston Chamber of Commerce Scholarship—Aviston, Illinois  
 Beverly Hills University Club Scholarship Foundation—Beverly Hills, Illinois  
 B'nai B'rith Federation Scholarship Exchange  
 Bonalyn Chism Scholarship Award—Bone Gap, Illinois  
 Cahokia Commonfields High School Student Council Grant—East St. Louis, Illinois  
 Carbondale Business and Professional Women's Club Scholarship—Carbondale, Illinois  
 Carbondale Community High School P.T.A. Scholarship—Carbondale, Illinois  
 Collinsville Education Association Grant—Collinsville, Illinois  
 Dillard High School Scholarship Fund Grant—Ft. Lauderdale, Florida  
 Egyptian Association Grants-in-Aid (Teachers of Mentally Handicapped Children)  
 Egyptian Broadcasting Company Incorporated Radio Station WJPF Grant—Herrin, Illinois  
 Elijah P. Lovejoy Memorial Grant—Alton, Illinois  
 Granite City Scholarship Foundation—Granite City, Illinois  
 Junior Minerva Club of Granite City Grant—Granite City, Illinois  
 Mount Olive Association Scholarship  
 Murphysboro Shrine Club Scholarship—Murphysboro, Illinois  
 Southern Illinois University Student Refugee Fund  
 Washington Street Baptist Church Grant—Paducah, Kentucky  
 West Frankfort Business and Professional Women's Club Award—West Frankfort, Illinois

*Private Agency Awards*

A number of industries and private organizations provide funds to individual students, either directly or through the Scholarships and Loans Committee, to assist them with their educational expenses. The requirements basic to each of these awards are specified by the individual donors and generally application is made directly to the donor. The University will assist interested students in applying for such awards.

Private agency awards currently in existence at the University include the following:

Alcoa Foundation Scholarship Fund  
 Frank Gannett Newspaperboy Scholarship  
 Henry L. Doherty Educational Scholarship  
 National Honor Society Scholarship  
 Stonefort American Legion Post #400 Scholarship—Stonefort,  
 Illinois

Generally, the five types of assistance summarized above are limited to students who have been in residence at Southern Illinois University for a minimum of one academic quarter. An exception to this limitation, however, is the 350 Southern Illinois University Scholarship and Activity Awards covering remission of tuition (but not fees).

In addition to the minimum scholastic average, the degree of financial need is generally an important requirement in determining the recipients of many of the forms of financial assistance available.

Before a student's application for any of the forms of financial assistance can be considered, it is necessary that he submit an application for admission to the University. This should be done shortly after the close of the applicant's seventh semester of high school. Proper forms may be obtained from the Admissions Office of the University.

Completed applications for all forms of financial assistance allocated by the Scholarships and Loans Committee of the University must be submitted between January 1 and March 15 of the year prior to the September the applicant wishes to be considered for the award. Applications to be considered for awards to be made at other times during the year should be submitted within the period specified at the time the application is obtained.

Applicants for assistance to become effective in the fall will be notified of decisions concerning their applications between August 1 and the opening of the fall quarter.

*Student Loan Funds*

Through the generosity of friends of the University, several loan funds have been established to be used by needy and deserving students

who require financial assistance of a temporary nature. There are two basic requirements which are applicable to most of these funds: (1) The applicant must be more than a first-quarter student and (2) he must have a minimum over-all University grade-point average of "C" (3.0). Amounts which may be borrowed vary with the individual loan funds and the amount available at the time the request is made. Generally, freshman and sophomore students are permitted to borrow a maximum of \$50; juniors, seniors, and graduate students are permitted to borrow up to \$150. In addition, there are a limited number of private agencies from which students may borrow in amounts not to exceed \$600 per year. The rate of interest and method of repayment vary with the particular loan fund but the usual rate of interest on funds administered directly by the University is 3 per cent per year. Student loan funds currently in existence at the University include:

- Carbondale Rotary Club Student Loan Fund
- Emergency Student Loan Fund
- General Student Loan Fund
- Harwood Hall Student Loan Fund
- Helen A. Shuman Memorial Fund
- Henry Strong Educational Foundation
- Householder's Loan Fund
- Illinois Congress of Parents and Teachers Loan Fund
- Interfraternity Council Student Loan Fund
- Jane Holloway Loan Fund
- Lucy K. Woody Student Loan Fund
- Malvine Beck Educational Student Loan Fund
- Mary M. Steagall Memorial Student Loan Fund
- Men's Residence Halls Loan Fund
- William and Mary Gersbacher Student Loan Fund
- William McAndrew Memorial Student Loan Fund
- W. O. Brown Student Loan Fund
- Women's Physical Education Loan Fund
- W. W. Vandever Student Loan Fund

#### *State Teacher Education Scholarships*

State scholarships are awarded each year through the office of the State Superintendent of Public Instruction to selected students who plan to enter the teaching profession. Graduates of recognized high schools who are in the upper half of their graduating classes are certified by the principals to county superintendents, who transmit these names to the Superintendent of Public Instruction. The Superintendent, in turn, may award scholarships to the highest-ranking graduates who signify their intentions to prepare to teach in the Illinois public schools. The scholar-

ship covers the student's tuition and activity fees. Holders of these scholarships must apply for admission to the University not later than August 15 of the year in which the scholarship is awarded. Such a student must be registered in a teacher training program while using the scholarship. If a scholarship holder does not register for the next regular quarter following receipt of the scholarship, or if, having registered, he withdraws from the University, he forfeits his scholarship. Any student holding a scholarship who needs a leave of absence for the purpose of earning funds to defray his expenses while in attendance, on account of illness or because of entrance into military service, may be granted such leave and allowed a period not to exceed six years in which to complete his course at the University. Request for a leave of absence should be addressed to the Registrar. A forfeited scholarship may be issued to the next highest-ranking student as shown on the list submitted to the Superintendent of Public Instruction.

### *State Scholarship Act*

The state scholarship program established with Illinois House Bill No. 380 (State Scholarship Act) is applicable at Southern Illinois University. Interested students should consult their local high school office for complete information on the program.

Holders of state scholarships on Southern's campus have a special adviser to assist them in working out the programs of study best suited to their needs.

### *Federal Assistance for Veterans of Military Service*

Educational benefits for most veterans of World War II have lapsed. A person having a service-incurred disability may qualify as a recipient of benefits under Public Law 16 or 894, the latter being an amendment to Public Law 16. Public Law 16 is intended for veterans who received their disability between September 16, 1940, and July 25, 1947, while Public Law 894 is intended for veterans who received their disability between June 27, 1950, and an unestablished date in the future. Under Public Laws 16 or 894 the veteran's tuition, fees, special equipment and supplies, and subsistence will be paid for by the United States Government through the Veterans Administration.

Persons who have been in active military service between June 27, 1950, and January 31, 1955, who have served at least ninety days, and who have been discharged under conditions other than dishonorable may be eligible for educational benefits under the Veterans Readjustment Assistance Act of 1952 (Public Law 550 or "Korean G.I. Bill"). Application forms and more complete information concerning these benefits may be obtained from the Registrar's Office or the Office of Student Affairs, the Veterans Administration, or the local Illinois Veterans Commission

Office. Veterans are urged to apply for training at least two months prior to enrolling.

Experience has shown that a period of two or three months elapses before a veteran participating in such a program receives his first check. It is advisable, therefore, that each veteran be prepared to finance himself in the first two or three months during his first quarter in attendance at the University.

#### *Public Law 634*

Benefits under Public Law 634 are available to the child or children of a person who died of an injury or disease incurred or aggravated in the line of duty in active service in the Armed Forces during World War I, World War II, or the Korean conflict and whose service did not terminate under dishonorable conditions. In addition, if the veteran's child served on active duty with the Armed Forces he must have been separated under conditions other than dishonorable.

Payments cannot be made while the veteran's child is serving on a tour of duty with the Armed Forces. In general the same rules apply to this law as to Public Law 550. Application forms may be obtained at the Registrar's Office, the Veterans Administration, or the local Illinois Veterans Commission Office.

#### *Vocational Rehabilitation*

Under the State Board for Vocational Education is a division for the vocational rehabilitation and placement in remunerative employment of persons whose capacity to earn a living is or has been impaired. This includes those with physical handicaps of various kinds. Approved students receive all registration and tuition fees, book rental, and school supplies for nine months a year.

Persons who wish to consult with a representative may call at the Carbondale Field Office located at 416 South Illinois Avenue. Mr. Louis Vieceli is the counselor in charge of this office. Students from other parts of the state now receiving training through the State of Illinois Division of Vocational Rehabilitation may consult any representative of the Board.

#### *Illinois Military Scholarship*

Any person who served in the Armed Forces of the United States during World War I or World War II (including all service between September 16, 1940, and an undetermined date to be established in the future) may be eligible for the benefits of the Illinois Military Scholarship. To be eligible a person must have been (1) a resident of the state of Illinois at the time of entering the service; or, if not an Illinois resident, a student at Illinois State Normal University, Northern Illinois University,

Eastern Illinois University, Western Illinois University, Southern Illinois University, or the University of Illinois at the time of his enlistment or induction; and (2) honorably discharged.

This scholarship is awarded for four calendar years or for sufficient time to enable the veteran to complete his course of study provided this time does not exceed four calendar years. It may be used for resident or off-campus study and covers matriculation, tuition, and activity fee. Application for this scholarship should be directed to the Registrar's Office and must be accompanied by a copy of the discharge. Award will be made only to veterans possessing all necessary entrance requirements.

After a veteran has been awarded a scholarship, he must use it on a continuing basis. Any period of absence not covered by an approved leave of absence will result in the loss of the scholarship. Leaves may be granted for a maximum of two years for reasons of illness, to earn funds to defray expenses while in attendance, or to enter military service. Requests for leaves of absence should be directed to the Registrar's Office.

*The Governor's Committee for Veterans' Rehabilitation and Employment*

This committee will assist any veteran, but gives aid primarily to ex-servicemen and ex-servicewomen with impaired health or with limited physical abilities. Such persons may receive at state expense vocational training and education, plus health restoration treatments and prosthetic appliances. After proper training, they are given assistance in obtaining employment.

Graduate students should refer to the Graduate School Bulletin for information concerning assistantships and fellowships.

HOUSING

Dean Mildred Schrotberger, M.A. (Wisconsin), Instructor	1952
Co-ordinator of Student Housing William M. Rogge, M.S. (Wisconsin), Instructor	1951
Educational Co-ordinator, Thompson Point Erwin D. Stasek, Ph.D. (Northwestern), Assistant Professor	1955
Supervisor of Off-Campus Housing Mabel Pulliam	1945
Head Resident of Chautauqua Street Housing Carlton F. Rasche	1951
Head Resident of Southern Acres Residence Halls Joseph L. Budde, B.S. in Ed. (Southern Illinois)	1954-58
Head Resident of Dowdell Halls and Illinois Avenue Residence Hall James M. Burgoyne, M.B.A. (Wisconsin), Instructor	1955-58
Head Resident of Woody Hall Carolyn P. Pennington, M.S. (Wisconsin), Instructor	1957

Building and Operations Manager Guy J. Moore, B.S. (Southern Illinois)	1957
Business Manager of Woody Hall Maxine Vogely, A.M. (Cornell), Instructor	1947-58
Resident Counselor Donald B. Stone, M.S. (Illinois)	1957-58
Resident Counselor Raymond L. Foster, M.A. (Missouri)	1955-59
Resident Counselor Marian Hopkins, B.A. (Oberlin)	1958-59
Resident Counselor Frances Goodhue Loder, B.L. (Northwestern)	1957-59
Resident Counselor John Joseph McCall, Ph.D. (Florida State)	1957-59
Resident Counselor Harold J. Shay, M.A. (Notre Dame)	1958-59
Resident Counselor in Woody Hall Sylvia Curtis	1957-58
Resident Counselor Blanche Ganahl, B.S. (St. Louis)	1957-58
Resident Counselor in Woody Hall Sue L. New	1956-58
Resident Counselor Wilfred B. Nightingale, B.A. (Harvard)	1957-58

Southern Illinois University considers it a major responsibility not only to provide adequate physical facilities for student housing but also to provide in them experiences which contribute to the total educational program of the University. This total program includes opportunities for participation in cultural, recreational, and social activities, for personal counseling of individual students, and for then assuming responsibility to develop democratic student self-government.

### *University Housing*

Students who desire to live in University residence halls are advised to make application early. Application forms may be obtained from the Housing Center, Office of Student Affairs. Contracts are not offered a student until he has been officially admitted to the University; however, admission to the University does not guarantee housing. The University establishes its rates in keeping with current costs and reserves the right to change the rates quoted should the cost of food and operations warrant. Contracts in the residence halls are for the entire school year.

Currently available University housing includes the following units.

#### WOMEN'S HOUSING UNITS

Woody Hall provides living quarters and dining facilities for 432 women.

Thompson Point Halls provide accommodations for 244 women. A central dining-recreation hall serves both men and women.

Southern Acres Co-operatives provide apartments for 24 women on the Vocational-Technical Institute campus located ten miles from Carbondale. Residents do all of their own preparation of meals and house cleaning.

## MEN'S HOUSING UNITS

Chautauqua Co-operatives provide facilities for a limited number of men to live in groups of six. They assume responsibility for all of their preparation of meals and house cleaning.

Dowdell Halls are temporary living quarters for 209 men.

Southern Acres Halls are temporary living quarters for 267 men on the Vocational-Technical Institute campus located ten miles east of Carbondale. Meals are obtained at the University Cafeteria.

Thompson Point Residence Halls provide housing for 488 men students in buildings which accommodate 122 men per building. A central dining-recreation hall serves both men and women.

## FAMILY HOUSING UNITS

Chautauqua Street Apartments, located on the main campus, and Southern Acres Apartments, located on the Vocational-Technical Institute campus, provide housing for students with families. Each apartment has a kitchenette, living room, bathroom, and one, two, or three bedrooms. At Southern Acres bus transportation is furnished for children of school age.

The University Trailer Court located at the corner of Park and Wall streets has spaces for 62 trailers. Water, sewage, and laundry facilities will be furnished by Southern at a probable cost of \$20.00 per month. The student will provide the trailer, heat, and electricity.

Additional facilities are in planning and construction stages for 405 students in group housing and 144 apartments for families. Further information may be obtained from the Housing Center, Office of Student Affairs.

## COST OF UNIVERSITY HOUSING

## UNIVERSITY RESIDENCE HALLS

## COST PER YEAR\*

Woody Hall .....	\$666.00
Thompson Point Halls .....	\$666.00
Dowdell Halls .....	\$135.00-\$162.00 (no food)
Co-operatives .....	\$150.00 (no food)
Southern Acres Halls .....	\$513.00-\$540.00
Married Housing .....	\$36.50-\$46.50 per month (no food)

*Off-Campus Housing*

An up-to-date list of room vacancies for men and women in private homes is maintained in the Housing Center, Office of Student Affairs. Those rooms meeting minimum housing standards are noted. Renting of these rooms by mail is not satisfactory.

\* Subject to change.

Included in these listings are about forty-five organized houses which elect house officers and carry on group activities. Very few off-campus houses provide meals, which ordinarily must be obtained in various cafeterias on and off campus.

Fraternity and sorority houses have a few spaces, but ordinarily pledges should plan on living elsewhere until their second year of school. If they live in residence halls, this is necessary because of the contract for one year.

Room rent ranges between \$5.00 and \$6.00 per week for most rooms. Meals at cafeterias will cost from \$10.00 to \$15.00 per week, depending on the individual.

### *STUDENT ACTIVITIES OFFICE*

Co-ordinator of Student Activities Elizabeth I. Mullins, M.Ed.

(Illinois), Instructor

1957

Lecturer Barbara T. Stevens, M.S. (Indiana)

1957-59

Lecturer Charles Henry Wildy, M.S. in Ed. (Southern Illinois) 1956-57

Southern Illinois University encourages a broad program of student activities with opportunities for all students to participate. These organizations are varied so that each student may find some group or activity which is of special interest to him.

The Student Activities Office assists all campus groups and individuals in planning, conducting, and evaluating their activities and programs. Additional information may be obtained from this office.

The range of activities covers student governing groups; departmental, honorary, and professional organizations; service groups; social fraternities and sororities; special interest groups; religious organizations; and all-campus committees for special events.

#### STUDENT GOVERNING GROUPS

##### *Student Council*

The Student Council, elected by the student body and composed of two men and two women from each class, is the official organization designated to represent the students in matters pertaining to student welfare, student activities, student participation in University affairs, student participation in University planning and administration, and student opinion.

##### *Social Senate*

The Social Senate, composed of representatives from fifteen campus groups, is a standing committee of the Student Council and assists in the

development of a well-rounded social program for the campus. The group recommends rules and regulations governing student social activities and approves all student money-raising functions.

### *Student Union Board*

The program of the Student Union Board provides activities and facilities for all students of the University. Some of the activities planned are dances, coffee hours, movie hours, hayrides, tournaments, and special interest programs. These activities are all free to the students.

### *Association of Women Students*

The Association of Women Students is an association of all women students enrolled in the University. The officers, working closely with the Dean of Women, recommend rules and regulations for women students and assist with the maintenance of these regulations through the A.W.S. judiciary council.

### *Living Group Councils*

Each organized living center has student officers who, with the group, plan and execute activities. In addition, each living center sends student representatives to student governing and programming councils. These groups include the University residence halls, off-campus living centers, fraternities, and sororities.

## DEPARTMENTAL, HONORARY, AND PROFESSIONAL ORGANIZATIONS

### *Departmental Clubs*

Most of the departments on campus have their own interest groups. These groups are open to all those interested in a particular academic area and provide opportunities for students to become better acquainted with the faculty and to investigate further their special interests.

### *Honorary Societies and Professional Fraternities*

Students outstanding in academic achievement or in special fields may be eligible to belong to many of the national and local honorary and professional organizations existing on Southern's campus. Membership serves as a means of becoming better acquainted with others in the same field and gives professional recognition often valuable after graduation.

## SOCIAL FRATERNITIES AND SORORITIES

Southern has seven national sororities and nine national fraternities. Most of the groups maintain their own houses. The Panhellenic Council serves as a governing group for the sororities and the Interfraternity Council serves as a governing council for the fraternities.

**SPECIAL INTEREST GROUPS**

Groups organized to bring together those individuals with similar interests provide opportunities to develop these interests and in some cases to represent the University in competitive meets or in other programs involving intercollegiate groups. Among the several groups in which students are encouraged to participate are debate teams, which represent the University in intercollegiate competition; the Southern Players for students with dramatic interests; and opera workshops, symphony orchestras, and the University bands for those students with musical talent and interests. Other special interest groups include the AF ROTC Honor Guard, Rifle Team, and Angels Flight, an interest group for women. In addition, the recreation and outdoor education department has a year-round recreational program of a varied nature. Hobby groups, such as the Chess Club, are organized in the Student Union and in many of the living centers.

**RELIGIOUS ORGANIZATIONS**

Every student at Southern has an opportunity to find his "church away from home." Many denominational groups have formed student religious foundations. Foundations close to campus provide space for relaxation, meetings, and religious services. All recognized groups send representatives to the Interfaith Council to plan an active Religion-in-Life Week during the winter quarter.

**SERVICE ORGANIZATIONS**

Southern's chapter of Alpha Phi Omega for men and the Girls' Rally organization for women, offer an opportunity for students to share in planning and providing many services for the campus during the school year. One such service is the publication by Girls' Rally of an annual calendar of events.

**SPECIAL EVENTS**

Many special events are planned and carried out by student steering committees. Chairmen of these events are elected at an all-campus election or appointed by the President of the Student Council. These chairmen, in turn, appoint chairmen of various committees for the events, and the committee chairmen comprise the steering committees. These events include New Student Week, Freshman Leadership Camp, High School Guest Day, Parents' Day, Homecoming, Spring Officers' Leadership Camp, Greek Week, and Spring Festival.

Outstanding weekend events are Homecoming in the fall, the Military Ball and the Theta Xi All-School Variety Show in the winter, and Spring Festival in May.

## LEADERSHIP TRAINING

Special emphasis is placed on giving students an opportunity to handle themselves in discussion groups. In the fall a special Leadership Camp is held for entering students, and in the spring a special camp is held for officers of campus organizations. In addition many of the groups conduct their own workshops to discuss their own interests and needs and develop leadership.

*STUDENT COUNSELING AND TESTING SERVICE*

Co-ordinator of Counseling and Testing Jack W. Graham,

Ph.D. (Purdue), Associate Professor	1951
Assistant Professor Lawrence Taliana, Ph.D. (Purdue)	1957
Instructor Wilbur Ray Venerable, M.A. (Kentucky)	1957

The Student Counseling and Testing Service is staffed with professional counselors who are able to discuss and explore freely any problem or plan that may concern the student. All counseling is on a voluntary basis and all interviews are confidential.

The Student Counseling and Testing Service is approved by the Committee on Professional Practices of the American Personnel and Guidance Association. Services to students are provided without charge. When special testing is needed to assist in counseling, it may be arranged for through the Service.

Close co-operation is maintained with the clinical center and the Department of Guidance in providing counseling services. When special services are needed, a counselor can refer a student to the Academic Advisement Program, Student Health Service, Speech and Hearing Clinic, Marriage Counseling (in the Department of Sociology), and related departments.

## PRE-COLLEGE COUNSELING

High school seniors who are contemplating entering college may obtain counseling to assist them in their decision concerning the type of program they might best pursue. General information regarding college and university admission and graduation requirements is provided.

Visits each year are made to high schools by staff members from the University to supplement the educational and vocational counseling provided by the high schools.

## VOCATIONAL INFORMATION

The Student Counseling and Testing Service has a file of selected pamphlets, monographs and books cataloged to afford authentic infor-

mation about vocational requirements, trends, and opportunities. A similar file is provided in the Education Library of the University Library.

#### VETERANS' AND MILITARY SERVICE INFORMATION

Veterans who need information about the benefits to which they are entitled or assistance in filing claims may seek the services of the Student Counseling and Testing Service. Forms for receiving these benefits may be obtained and completed in the Registrar's Office.

An up-to-date file of literature and reports on all branches of the military service, as well as of current information of interest to college students regarding the Selective Service System, the military reserve program, and special training programs, is maintained. Reports on a student's status and academic progress are made by the Registrar's Office to the appropriate Selective Service System Board.

#### STUDY SKILLS

A course in reading and study techniques is regularly offered by the staff of the Department of Elementary Education. Students who have a desire to improve their reading skills or study habits should enroll in this noncredit program. General assistance in improving study skills and in making more effective use of time is provided by the counseling staff on an individual basis.

#### MARRIAGE COUNSELING

A staff member of the Department of Sociology is available for conferences with students on premarital and marital problems. Appointments may be made directly through the Department of Sociology.

#### TEST ADMINISTRATION

In addition to the extensive individual testing completed in conjunction with counseling, the Counseling and Testing Service also administers various testing programs for selection, placement, and research purposes.

#### STATE AND NATIONAL TESTING PROGRAMS

On the first Friday and Saturday of each month, the Counseling and Testing Service administers the Tests of General Educational Development. Residents of Illinois over twenty-one years of age who desire to earn high school diplomas through this program should write the Student Counseling and Testing Center for further details.

Southern Illinois University administers the tests for the Illinois State-wide Scholarship Program on the Carbondale campus and also at the East St. Louis and Alton residence centers.

Several national testing programs, such as the Graduate School Selec-

tion Examination, the Medical College Admission Test, and the Law School Admission Test, are administered each year for students seeking entrance to graduate or professional schools. The Selective Service College Qualification Test and the College Entrance Examinations are given on the announced dates. Information regarding the above tests and other examinations administered throughout the nation may be obtained by consulting the Student Counseling and Testing Service.

#### CORRESPONDENCE COURSE FINAL EXAMINATIONS

Students desiring to take the final examinations for correspondence courses from other universities may consult the Counseling and Testing Service in order to take the examination under approved supervision.

#### TEST SCORING AND RESEARCH SERVICE

An electric scoring machine is available for scoring tests for faculty members, academic departments, research programs, as well as schools in the area. Assistance in the construction and standardization of objective tests is provided by staff members. Educational research projects relating to the general responsibilities of the Office of Student Affairs are carried out by the staff.

### CO-OPERATIVE CLINICAL SERVICES

Co-ordinator Alden M. Hall, B.S. (Bradley)	1953
Professor I. P. Brackett, Ph.D. (Northwestern)	1951
Professor Noble H. Kelley, Ph.D. (Iowa)	1951
Professor W. A. Thalman, Ph.D. (Cornell)	1929
Associate Professor Jack W. Graham, Ph.D. (Purdue)	1951
Associate Professor Herman B. Lantz, Ph.D. (Ohio State)	1951
Associate Professor Richard V. Lee, M.D. (Illinois)	1955
Associate Professor B. Elizabeth McKay, Ph.D. (Syracuse)	1952
Associate Professor Guy A. Renzaglia, Ph.D. (Minnesota)	1955

Beginning with the Child Guidance Clinic, which was established in 1936, the University has provided a variety of clinical services to its own students, to the public schools and to the general public.

The various clinical services have now been co-ordinated so that persons interested can more easily apply for information, schedule meetings with consultants, and be referred to the proper agency or agencies for specific services.

Persons wishing to make use of any of the services participating in the Co-operative Clinical Services Center may write directly to the Co-

ordinator for an appointment. Facilities have been arranged in such a way that a person who may need the assistance of several specialties may receive this service in the one center.

The Child Guidance Clinic examines various cases which are brought to the campus throughout the year, particularly those of children having difficulties in their school subjects or in environments in which they are not understood. The Clinic also provides consultive services to teachers, guidance directors, and school administrators in area schools; to parents; and to various public officials and agencies concerned with children.

The University Health Service promotes individual and general health in the University community by means of a comprehensive medical program. This is primarily a student service. Consultive assistance to other University services is available.

The Department of Sociology provides marriage counseling services for the single as well as the married person. The services are available to all students and their families. Emergency off-campus cases are also handled whenever time permits.

The Psychological Clinic offers professional services in psychological evaluation, diagnosis, and treatment. Evaluation includes intellectual assessment and comprehensive personality appraisal. Treatment includes counseling, play therapy, and more extended and intensive psychotherapy. Services are available to students, to children, and to their parents and other adults.

The Reading Center helps students to improve their reading skills and study habits and serves as a laboratory for teachers in training as reading specialists. Referrals are accepted from the area schools as time permits. Consultant services to teachers of reading in the elementary schools are also provided.

Under the general supervision of the Rehabilitation Institute, special services are provided to handicapped students and, as time and facilities permit, to handicapped nonstudents as well. The staff works closely with allied services in providing medical consultive service, physical therapy, occupational therapy, and general and vocational rehabilitation counseling. Appropriate medical specialists will be called in for consultation and prescription of treatment of individuals. Physical therapy, supervised and prescribed by medical authorities, is available to assist handicapped and temporarily disabled individuals in acquiring skills for daily living and through progressive exercises to help restore residual muscular potentials.

Rehabilitation counseling provides for individual appraisal and diagnosis, general counseling pertaining to matters that handicapped individuals find troublesome, uncertain, or distracting, and the development of realistic educational and vocational plans.

The Department of Special Education works directly with the Child Guidance Clinic in assisting the mentally retarded and those having special handicaps. A special program for preschool age deaf children with intensive parent counseling operates daily. Specialized services for selected trainees are provided at the Southern Acres campus.

The Speech and Hearing Clinic is designed to assist those persons who have speech and hearing deviations which handicap them in the normal pursuits of everyday life. This is accomplished through a thorough evaluation of the individual's problems, consultation with those concerned, and, when advisable, the scheduling of regular therapy sessions. The following areas come within the scope of the clinic: hearing testing and hearing aid evaluations, training in use of residual hearing, teaching of lip reading, articulatory disorders and delayed speech, stuttering, cleft palate, cerebral palsy, voice disorders, aphasia, and speech training for the laryngectomized.

The Student Counseling and Testing Center provides a setting designed to assist college students grow in self-understanding so they may use their assets productively and plan realistic goals for themselves. The Center provides personal, educational, and vocational counseling and, when needed, arranges for psychological testing and the interpretation of the results.

High school seniors who are contemplating entering college also may obtain counseling at the Student Counseling and Testing Center. Adults desiring to earn high school diplomas through the Tests of General Educational Development may do this through the Center. Test-scoring service for area schools is provided.

## UNIVERSITY STATISTICAL SERVICE

Acting Director Philip J. Cochrane, B.S. (Illinois)	1956
Associate Professor A. M. Mark, Ph.D. (Cornell)	1950

Among the various offices of the University serving both on-campus and off-campus groups is the University Statistical Service.

The Statistical Service is concerned with the processing of data concerning Southern Illinois and the programs and activities of the University. In addition, the Statistical Service offers technical assistance to various campus offices and research projects.

To facilitate this work, the Statistical Service maintains a tabulating office equipped with punched-card machines. The tabulating office also acts as a service unit for those offices which can make use of punched-card equipment.

## PRINTING SERVICE

Assistant Supervisor Howard Newton Pepple, M.S. in Ed. (Southern Illinois)	1957
Instructor Harold Schwarm, M.A. (Bradley)	1955

The Printing Service is equipped and staffed to handle virtually all the printing needs of the campus. Its services are equally available to all University departments and offices.

In addition to offset and letterpress printing, art service is available. Persons seeking assistance in design and art on their printed pieces should go directly to the Printing Service.

## UNIVERSITY PRESS

Director Vernon A. Sternberg, M.A. (Wisconsin), Assistant Professor	1956
Assistant Professor Sina K. Spiker, Ph.D. (Wisconsin)	1956
Instructor Raymond Paul Fassel, M.A. (Wisconsin)	1956
Assistant Instructor Albert Bryan Mifflin, B.S. (Southern Illi- nois)	1957

The University Press was established in 1953 to carry out the publishing function of the University. Since 1958, the Press has been a member of the Association of American University Presses. Publications of the Press include a number of monograph series and an Occasional Publications series, as well as works of scholarship of more general interest. A list of Press books may be found in the publishers' *Trade List Annual*.

The Press also serves the educational units of the University requiring editorial assistance for their occasional publications.

## OFFICE OF THE UNIVERSITY ARCHITECT

Director Charles M. Pulley, B.S. (Illinois)	1951
Supervisor Carl Edward Bretscher, B.S. (Illinois)	1957
Construction Supervisor Willard C. Hart, B.S. (Illinois)	1950
Associate Professor Herbert Dennis White, Ph.D., Mus.D. (Leipzig)	1957
Landscape Architect John F. H. Lonergan, A.B. (Illinois)	1950
Instructor Richard W. Anschutz, B.S. (Kansas)	1956

The Office of the University Architect is concerned with the design and construction of University buildings and with the landscaping of the campus. The members of the staff are available to advise and instruct students interested in architecture.

## PHYSICAL PLANT

Director W. A. Howe, M.S. (Illinois)	1949
Assistant Professor William M. Marberry, A.M. (Illinois)	1939

The Physical Plant Office is concerned with the operation and maintenance of the physical plant, including the maintenance and repair of buildings, utilities distribution systems, equipment, and other property; the care of sidewalks, drives, lawns, and shrubbery; the operation of the heating plant and the transportation service; and the maintenance of general safety and sanitary conditions in the buildings and on the grounds.

## AREA SERVICES OFFICE

Director William J. Tudor, Ph.D. (Iowa State)	1948
Assistant Director Rex D. Karnes, M.A. (Southern Illinois)	1955-59
Associate Professor Donald G. Hileman, Ph.D. (Illinois)	1955
Supervisor of Broadcasting Buren C. Robbins, M.A. (Iowa)	1949

As the only fully accredited institution of higher learning in the southern counties of Illinois, Southern Illinois University has special obligations to its region and therefore attempts to make its facilities available to various community, county, and regional groups. This work is carried on through the Area Services Office and its affiliated offices (the Information Service, the Placement Service, the Community Development Service, and the Alumni Office).

Meetings and conferences on the campus that are under the sponsorship of responsible off-campus organizations and groups are arranged through the Area Services Office. In addition, the Office arranges to take out into the communities of the area various programs, activities, and resources of the University which may be useful to the citizens of Southern Illinois.

The Area Services Office is not, however, to be confused with the Divisions of Extension and of Technical and Adult Education, which conduct the off-campus instructional activities of Southern Illinois University.

The University is equipped with complete and technically professional radio studios, in which a large number and variety of radio programs, from all departments of the University as well as from the Southern Illinois community, are produced under the auspices of the Area Services Office. These air shows, utilizing the talents of students, University staff members, and citizens of the area, are designed for both information and entertainment and are broadcast over about eight of the Southern Illinois area radio stations on regular schedules.

Periodic auditions are held, and participants are welcomed from all departments of the University.

### *COMMUNITY SERVICES*

Director Richard W. Poston, B.A. (Montana)	1953
Assistant Director Robert Edward Knittel, B.J. (Missouri)	1956
Assistant Professor Frank A. Kirk, M.A. (Chicago)	1957
Community Consultant James Burrell Aiken, M.S. in Ed. (Southern Illinois)	1956
Community Consultant George T. Boyce, B.A. (Wooster)	1957-59
Community Consultant Boyd Boucher Butler, B.S. (Southern Illinois)	1956
Community Consultant Robert Chase Child, M.A. (Southern Illinois)	1956
Community Consultant George L. Criminger, M.S. (Southern Illinois)	1957-59
Community Consultant Jerry Joe Fear, B.A. (Southern Illi- nois)	1956-59
Community Consultant Gene Herbert Graves, B.S. (Southern Illinois)	1958-59
Community Consultant Robert S. Henderson	1956
Community Consultant E. Frederick List, M.A. in Ed. (Wash- ington University)	1957
Community Consultant Frank H. Sehnert, B.S. (New Hamp- shire)	1955
Community Consultant Ralph White, B.S. (Southeast Mis- souri)	1958-59
Community Consultant Braxton B. Williams, B.S. (Southern Illinois)	1957
Assistant Supervisor Anna L. George	1958

The University Community Service has as its objectives the stabilization and enrichment of life in the small communities as well as in the large centers of the area. It attempts to make available to the people of

the area within the context of their own communities and occupations the University's resources in social and economic knowledge and its leadership in the cultural and community arts.

To these ends it sets up projects designed to explore the specific problems of the communities and to train local leaders able in some measure to meet them.

The University Community Service also invites to the University leaders in various fields in the communities of the area; and through small conferences and larger conventions, as well as various other media, it attempts to bring into closer association the best thinking both of the area and of the University.

### ALUMNI OFFICE

Director John Robert Odaniell, B.S. in Ed. (Southern Illinois)	1951
Field Representative Jacob William King, B.S. (Southern Illinois)	1955

The Alumni Office keeps address and personal information files and serves as the headquarters for the Alumni Association. The Association is the general organization of the graduates and former students of Southern Illinois University.

Any person who has attended Southern for as much as one quarter is eligible for membership in the Association. Annual dues are \$4.00 for an individual or \$5.00 for a family if both are alumni of Southern. Life membership can be obtained for \$100.00 for an individual or \$125.00 for a family. Life membership dues can be paid in ten annual installments if desired. The *Southern Alumnus*, news bulletin and magazine editions, is published by the Alumni Office. The magazine is published for the dues-paying members of the Association; the news bulletin is sent to all alumni.

In addition to the general Association, there are local alumni clubs in Illinois, throughout the country, and in Honolulu. These clubs serve as a nucleus to renew memories of and loyalties to the Alma Mater, to keep abreast with the progress and development of the University, and to join with the Alumni Association and its programs in a continuous effort to promote the advancement, usefulness, and prestige of Southern.

For information, address the Director of the Alumni Office, Southern Illinois University.

### INFORMATION SERVICE

Director William H. Lyons, M.A. (Colorado)	1951
Assistant Professor C. W. Horrell, Ed.D. (Indiana)	1949

Instructor John W. Allen, Emeritus (1956)	1942
Instructor Edmund C. Hasse, M.A. (Southern Illinois)	1953
Assistant Supervisor Carl Norman England, M.S. (Southern Illinois)	1956

The Information Service is the official news agency of the University. It was established to serve both the students and the University through the dissemination of news and items of general interest to newspapers, magazines, and radio stations. The primary purpose of the Service is to keep the people of Illinois informed of the activities of the University and to make known the achievements of the students and staff.

### PHOTOGRAPHIC SERVICE

The Photographic Service, an adjunct of Information Service, is equipped and staffed to serve virtually every photographic need on the campus. Its services are available to all University departments and to student activities such as the *Obelisk* and *Egyptian*. These activities cover news and publicity photography; teaching aids such as slides, photocopying, film strips, photomicrography, photostats, ozalid, and motion pictures; exhibits and murals; and identification photos, portraits, and color photography for special uses. Some of the facilities of the laboratories are available to University courses in photography.

### PLACEMENT SERVICE

Director Roye R. Bryant, Ed.D. (Washington University)	1948
Professor Willis G. Cisne, A.M. (Chicago), Emeritus (1945)	1916
Assistant Director Robert B. Vokac, M.B.A. (Michigan)	1957
Assistant Professor Alice P. Rector, Ed.D. (Washington University)	1946
Assistant Supervisor Jane R. Tierney, A.B. (Illinois)	1950-52; 1954

The Placement Service is maintained for the benefit of students, graduates, and others who have attended the University, and who desire to find employment in the teaching field, in the professions, or in business. It also serves employers by helping them locate personnel.

The facilities of the Placement Service are free to candidates seeking positions, as well as to employers. Each degree candidate is requested to register with the Placement Service during the fall quarter. This co-operation will aid the record-keeping function as well as the placement function of the office. Credentials are sent to prospective employers at the request of either the candidate or the employer.

The Placement Service is a member of the National Institutional Teacher Placement Association, the Illinois Institutional Teacher Placement Association, the Midwest College Placement Association, and the Association of School and College Placement.

Inquiries should be addressed to the Director of the Placement Service.



# Air Force Reserve Officers Training Corps

Colonel Alexander R. MacMillan, B.S. (USMA), Professor	1955
Lieutenant Colonel Emmett E. Cockrum, M.A. (Illinois), Assistant Professor	1956
Major Russell A. French, B.A. (Sacramento State College), Assistant Professor	1957
Major Raymond D. Wiley, Assistant Professor	1957
Major Joseph N. Goodman, Assistant Professor	1958
Captain George M. Carter, B.S. (Tulsa), Assistant Professor	1956
Captain Patricia M. Doyle, B.A. (San Jose State College) Assistant Professor	1957
Captain Frank O. Keller, Assistant Professor	1956
Captain Warren C. Moore, Assistant Professor	1957
Captain Richard C. Reeder, B.A. (Southeastern Oklahoma), Assistant Professor	1956
Captain Donald R. Remaklus, B.A. (Southeastern Oklahoma), Assistant Professor	1958
Lieutenant James L. Barr, B.S. (Indiana), Assistant Professor	1955-58
Lieutenant Joseph R. James, B.S. (USMA), Assistant Professor	1958
Lieutenant Gary W. Robbins, B.S. (USMA), Assistant Professor	1958
Lieutenant Richard N. Schwartz, B.S. (Illinois), Assistant Professor	1957
Lieutenant Curtis R. Smith, B.S. (Ball State Teachers College), Assistant Professor	1957
Lieutenant Marion E. Thornsberry, M.A. (University of Philippines), Assistant Professor	1955-58
Master Sergeant Glenn W. Baker, Instructor	1958
Master Sergeant Leslie G. Frey, Instructor	1956
Master Sergeant Porter A. Shannon, Instructor	1955-58
Master Sergeant Marvin R. Sims, Instructor	1956
Technical Sergeant Richard L. Crawford, Instructor	1955-58
Technical Sergeant Irving F. C. Gast, Instructor	1954-58
Technical Sergeant William E. Grissom, Instructor	1958

Technical Sergeant Archie A. Howell, Instructor	1955
Technical Sergeant George E. Watkins, Jr., Instructor	1955-58
Staff Sergeant John Q. Brown, Instructor	1957
Staff Sergeant Robert L. Kulyn, Instructor	1958
Staff Sergeant William F. Stelling, Instructor	1955

The Air Force ROTC Detachment at Southern Illinois University is a (senior division) ROTC unit administered by commissioned officers of the USAF, detailed to it by the Department of the Air Force with the approval of the University. These officers are appointed as members of the University instructional staff. The ranking officer, USAF, designated as Professor of Air Science, is the Detachment Commander. Airmen are assigned to assist in practical instruction and administration and to supervise the care of federal property. The University Corps of Cadets consists of all students pursuing AF ROTC training. All AF ROTC cadets retain their civilian status until they are commissioned as United States Air Force Reserve Officers and are ordered to active military service.

The course of study is divided into the Basic Course, covering the first two years, and the Advanced Course, covering the junior year, summer training unit, and the senior year in that order. It is designed to provide the fundamental training, both personal and professional, which will best equip a cadet to become a well-rounded junior Air Force officer possessing a high growth potential and also to develop and stimulate a growing desire on his part to enter the Air Force flight training program. The Basic Course is designed with two additional objectives in mind: first, to interest the cadet in the possibility of continuing in the Advanced AF ROTC and ultimately making the Air Force his career; and second, to provide him with "Air Age" citizenship training of long-range value to the Air Force whether he returns to civil life or becomes a member of the USAF. Emphasis is given throughout the courses, both in theory and practice, to outlining the leadership and managerial duties and responsibilities of squadron level officers, to improving oral and written expression, and to learning techniques of the problem-solving process.

Six quarter-hours of Air Science and Tactics are required for all entering male students who undertake their first college work by entering Southern Illinois University (Carbondale campus) unless they are veterans, over twenty-five years of age at the time of entrance, or excused from this requirement by the University Military Policies Committee. Male students who transfer fewer than forty-five quarter-hours of acceptable credit from a residence center of Southern Illinois University, from the Vocational-Technical Institute of Southern Illinois University, or from another college or university, including a junior college, shall be required to take six quarter-hours of Air Science and Tactics unless they are veterans, over twenty-five years of age at the time of entrance, or excused

from this requirement by the University Military Policies Committee.

The successful completion of the entire Basic Course (six academic quarters) or the equivalent in previous military service, is a prerequisite for graduation. Enrollment in the Advanced AF ROTC Course is voluntary on the part of the student if he is qualified, as well as highly selective on the part of the Air Force.

## THE REQUIRED BASIC COURSE

The required Basic Course for freshmen and sophomores will consist of three hours of instruction per week for a minimum total period of seventy-two weeks.

## THE VOLUNTARY ADVANCED COURSE

Qualified students may apply for the Advanced Air Force ROTC Course. This consists of six quarters of academic work, plus a six-week summer training unit. The object of the Advanced Course is to qualify students for appointment as second lieutenants in the United States Air Force Reserve.

Selection of students for enrollment will be made by the Professor of Air Science as provided in section 47c, National Defense Act, from qualified applicants as follows:

1. Conditions of Service. All Advanced Course students will be civilians who will be placed under contract with the government. The contract will contain the following provisions:
  - a. The student agrees
    - (1) Unless sooner discharged for the convenience of the government, to complete the Advanced Course and to attend the summer training unit at the time specified by proper authority.
    - (2) To accept an appointment as second lieutenant, United States Air Force Reserve, if and when tendered.
  - b. The Department of the Air Force agrees to pay the student commutation of subsistence at a daily rate as announced by that department. This rate varies from year to year. The current rate is \$.90 per day for a maximum period of 637 days.
2. Personal Qualifications.
  - a. A student must have completed the Basic Course or its equivalent in previous service.
    - (1) Students who have had previous training or service may

receive credit toward entrance into the Advanced Course within the following limits. (Individuals excused from the basic military training requirements for reasons other than those listed below are not eligible to apply for the Advanced Course.)

- (a) On the basis of previous honorable active service in the Air Force, Army, Navy, Marine Corps, or Coast Guard, a cadet may request a waiver of the Basic Course, or any portion thereof, as a requirement for entrance into the Advanced Course. To satisfy entrance requirements for the Advanced Course, veterans entering an institution at freshman or sophomore level who desire a commission through AF ROTC will be required to take in phase with nonveteran contemporaries the portion of the basic program which remains.
- (b) For previous training in a senior division ROTC program at another institution, credit will be allowed equivalent to the number of quarters of the course successfully completed.
- b. In age, the student must not have reached his twenty-fifth birthday at the time of initial enrollment in the Advanced Course.
- c. The physical standards prescribed for appointment to the United States Air Force Reserve in AFM 160-1 will apply. Due allowance will be made for physical defects that can be corrected.
- d. Mental and educational requirements:
  - (1) A satisfactory score for the Air Force Officer Qualification Test will be required.
  - (2) The fact of enrollment in Southern Illinois University and academic "good standing" will be accepted in satisfaction of educational requirements.
  - (3) At the time of acceptance, the applicant must have at least two academic years remaining to complete all prerequisites for graduation from the University; or, if he is a graduate student, he must have a like period of time remaining to complete all work for an advanced degree. In addition, an applicant's academic standing must be in phase with his AF ROTC training.
- 3. All members of the Advanced Course will receive the following emoluments:
  - a. A monetary allowance in lieu of subsistence, at a value to be announced by the Department of the Air Force, to be paid quarterly during the period of enrollment in the Advanced Course; except during the period of the summer training. The total period

will not exceed two calendar years. The allowance is in addition to benefits authorized by the GI Bill of Rights.

b. An officer-type uniform—cadets will be furnished a uniform on a commutation basis. The uniform remains in the cadet's possession during his two-year enrollment and becomes his property upon successful completion of the advanced AF ROTC program.

c. The pay of the first enlisted grade (\$75.00 per month) while at advanced summer training unit and travel pay to and from camp at the rate of \$.05 per mile.

The Advanced Course will consist of five hours of instruction per week for a minimum total period of seventy-two weeks.

The program of the Advanced Course will consist of generalized courses designed to develop those attributes of character, personality, and leadership which are essential to an officer in the USAF, supplemented by practical training in leadership, drill, and exercise of command.

Advanced Air Force ROTC training units of four weeks' duration will be conducted annually at Air Force installations to be designated by the Department of the Air Force.

Students enrolled in the Advanced Course will be required to complete the summer training program prior to receiving their commissions. They will normally attend camp immediately after completing the first-year Advanced Course.

Students enrolled in the AF ROTC courses at Southern Illinois University receive the following credits:

	Total
1 quarter-hour of credit for each academic quarter of the Basic Course .....	6 quarter-hours
4 quarter-hours of credit for each academic quarter of the Advanced Course .....	24 quarter-hours
Total quarter-hours of credit for the Basic and Advanced courses .....	30 quarter-hours

All credit received for the AF ROTC courses is allowable toward a bachelor's degree.

Qualified students may apply for deferment from the draft under the Universal Military Training and Service Act, as amended. Such students will agree to pursue the full four years of Air Science if they sign the AF ROTC Selective Service Agreement.

Air Force ROTC textbooks will be furnished on a loan basis to all AF ROTC students. They remain the property of the Federal Government and must be properly handled.

Uniforms are furnished to the University by the Federal Government for the use of the basic AF ROTC students. In case a uniform should be

come so worn or damaged as to be unfit for wear, the student may be held responsible to the extent determined by proper authority.

All cadets are required to wear the uniform on such days and occasions as directed by the Professor of Air Science.

## AIR FORCE ROTC AWARDS

Awards are presented to outstanding cadets at the close of the school year. Details concerning such awards are published at appropriate times on the cadet bulletin board. The following awards will be presented to recipients at an Awards Review held in May of each academic year:

1. The Trustees' Cup. Awarded to the best-drilled unit or squadron of the Cadet Corps; it will have the name of the unit or squadron of the Cadet Corps, the names of the unit or squadron commander, and designation of the winning unit or squadron inscribed on it. The cup will be retained at Southern Illinois University for display in the trophy case.

2. The Colonel's Cup. Awarded to that member of the Southern Illinois University Rifle Team scoring the highest total number of points in all competitive matches during the current year. The name of the winning cadet will be inscribed on the cup. The cup will be retained at Southern Illinois University for display in the trophy case.

3. The Trustees' Award, Senior Student. Awarded to the outstanding cadet in the senior course, based on standing in the University and in AF ROTC, and aptitude for general service.

4. The Trustees' Award, Sophomore Student. Awarded on the same basis as for senior cadet, except to a sophomore.

5. The Trustees' Award, Freshman Student. Awarded on the same basis as for senior cadet, except to a freshman.

6. The Trustees' Award, Marksmanship. Awarded to the member of the Rifle Team making the highest score in marksmanship during the current year.

7. Air Force Association Medal, Outstanding Advanced Cadet. Awarded to the Advanced Course cadet making the highest military grades of the year.

8. The Reserve Officers' Association Award, Senior Student. Awarded to the outstanding senior cadet, based on University and AF ROTC grades for the current year and aptitude for general service.

9. The Reserve Officers' Association Award, Sophomore Student. Awarded on the same basis as for senior.

10. Chicago Tribune Award, Junior Student. Awarded at the end of the first and third quarters of each school year to the outstanding junior cadet, based on the highest grade in the particular military course of the current quarter and aptitude for general service.

11. Chicago Tribune Award, Sophomore Student. Awarded on the same basis as for junior cadet.

12. Convair Cadet Award, Sophomore Student. Awarded to the outstanding sophomore student applying and selected for the Advanced Cadet Corps.

13. American Legion Award. A national security award, presented to an AF ROTC cadet in recognition of continued outstanding service by contributing the greatest effort in the interest of the Corps.

14. Republic Aviation Award. Awarded to the junior student in AF ROTC showing the greatest enthusiasm and interest by the presentation of a topic on Air Power.

15. The Egyptian Council, Boy Scouts of America, Award. Awarded to the AF ROTC cadet who, while maintaining academic and military proficiency, has contributed the highest degree of leadership and service to the Boy Scout program.

## AIR SCIENCE COURSES

101-1, 102-1, 103-1. AIR SCIENCE I, BASIC. Introduction to AF ROTC; introduction to aviation; fundamentals of global geography; international tensions and security organizations; military instruments of national security; and leadership laboratory. Basic military training. 2 hours lect.; 1 hour lab.

201-1, 202-1, 203-1. AIR SCIENCE II, BASIC. Introduction to Air Science II; elements of aerial warfare—introduction, targets, weapons, aircraft, bases, operations; careers in USAF; and leadership laboratory. Cadet noncommissioned officer training. 2 hours lect.; 1 hour lab. Prereq, 101, 102, 103, or equivalent with consent of PAS.

301-4, 302-4, 303-4. AIR SCIENCE III, ADVANCED. Introduction to advanced AF ROTC; the Air Force commander and his staff; problem-solving techniques; communications process and Air Force correspondence; military justice system; air navigation; weather; Air Force base functions; and leadership laboratory. 4 hours lect.; 1 hour lab. Prereq, 201, 202, 203, or equivalent with consent of PAS.

351-4, 352-4, 353-4. AIR SCIENCE IV, ADVANCED. Career guidance; principles of leadership and management (seminar); military aviation and the evolution of warfare; military aspects of world political geography; and leadership laboratory. 4 hours lect.; 1 hour lab. Prereq, 301, 302, 303, or equivalent with consent of PAS.



# Department of Applied Science

Professor Ralph O. Gallington, Ed.D. (George Washington), Acting Chairman	1955
Professor J. Henry Schroeder, M.S. (Iowa)	1923
Associate Professor Herbert A. Crosby, D.Sc. (Washington University)	1958
Associate Professor Ernest Leon Dunning, M.S.M.E. (Ken- tucky)	1957
Associate Professor Clifford M. Moeller, M.S.C.E. (Kansas State College)	1956
Associate Professor George R. Glenn, M.S. (Clemson)	1958
Associate Professor Shelby Shake, M.S. (Indiana)	1944
Instructor Marvin E. Johnson, M.S. (Illinois)	1948
Instructor Mark Edwin Klopp, M.Ed. (Pennsylvania State)	1956
Instructor John Bruce Miles, M.S. (Missouri School of Mines)	1958
Instructor Benny S. Vineyard, M.S. (Illinois)	1954
Lecturer Thomas Randall DuBois, B.S. in E.E. (Pennsyl- vania)	1957-59
Assistant Instructor Harold Lee Carr, B.S. in Ed. (Southern Illinois)	1956-59

Programs in applied science are now offered by the Department of Applied Science which will become the School of Applied Science on July 1, 1959.

Applied science embraces the fields of solid and fluid mechanics, civil architecture, and electricity. It places a considerable emphasis on technical subjects and the physical sciences. It deals with power and design as used by the engineer. Many students will find it possible to use this curriculum as a pre-engineering program when transferring to engineering colleges to complete an engineering degree. Others may wish to complete the Bachelor of Science degree in Applied Science at Southern Illinois University. Each candidate for the Bachelor of Science degree must fulfill the general University requirements listed in Chapter III.

Required courses constituting a major in applied science often have prerequisites in other subject matter areas. See advisers for correct scheduling.

Required courses: Ap.S. 101, 205, 206, 260, 263, 261, 262, 300, 311, 315, 331, 301, 312, 316, 332, 361, 313, 340, 333, 320, 321, 334, 344, 342, 343, 335, 345, 322, 336, 363, 346; Ind. Ed. 227; Math. 112, 113, 251, 252, 253; Chem. 111, 112, 113; Physics 211, 212, 213; Mgt. 380; Econ. 205; Speech 303; Hist. 202; Govt. 300.

### *APPLIED SCIENCE COURSES*

- 000-0. ORIENTATION. Lectures by departmental and University staff, visiting scientists or engineers to acquaint new students with various phases of applied science. Required of all freshman applied science students.
- 101-3. ENGINEERING DRAWING I. Freehand lettering, sketching, use of instruments, applied geometry, orthographic projection, dimensioning, pictorial drawing, auxiliary views, sections, conventional practices, and related information.
- 205-3. ENGINEERING DRAWING II. Shop processes, secondary auxiliary views, screw threads and fasteners, inking and tracing, reproduction of drawings, decimal dimensioning, working drawings, welding drawings, and related information. Prereq, 101.
- 206-4. DESCRIPTIVE GEOMETRY. Graphical solution of problems involving the understanding of space relations of points, lines, and surfaces; intersections, and developments and their application in industry. Prereq, 101; Math. 112.
- 260-3. ANALYTICAL MECHANICS (STATICS). Resultants of force systems, algebraic and graphical conditions of equilibrium of force systems; analysis of forces acting on members of trusses, forces due to friction; centroids. Prereq, registration in Math. 251 and Physics 211.
- 261-3. ANALYTICAL MECHANICS (DYNAMICS I). Displacement, velocity, and acceleration of a particle; translation rotation; plane motion. (Kinematics.) Prereq, 260.
- 262-3. ANALYTICAL MECHANICS (DYNAMICS II). Solutions using the principles of force, mass and acceleration, work and energy, and impulse and momentum. (Kinetics.) Prereq, 261.
- 263-4. SURVEYING I. Use and care of surveying instruments. Fundamental principles of surveying; traverse computations; land surveying; topographic surveying. Prereq, Math. 112 or Trigonometry.
- 264-4. SURVEYING II. Topographic surveying; field astronomy; route surveying; introduction to photogrammetry. Prereq, 263.
- 300-3. THERMODYNAMICS I. The study of fundamental energy concepts and the laws of thermodynamics, availability of energy, properties of gases, vapors, and gas-vapor mixtures, flow and nonflow processes. Prereq, Math. 253; Physics 213.
- 301-3. THERMODYNAMICS II. A continuation of Thermodynamics I. Engine cycles and applications to internal combustion engines, gas turbines, steam turbines, jet devices, air compressors, and air engines. Combustion, refrigeration and air conditioning. Heat transfer principles. Prereq, 300.

- 302-3. **HEAT TRANSFER.** Dimensional analysis and its application to the theory of heat transfer. Mathematical and graphical methods of analyzing problems in conduction, convection, and radiation. Particular attention is paid to the applications of heat transfer principles used in various industrial processes. Prereq, 301.
- 303-3. **ADVANCED HEAT POWER.** A study of the theory related to all types of heat power equipment. The design calculations for various components of heat power machines such as steam and gas turbines, air compressors, pumps, refrigeration and air-conditioning equipment. Prereq, 301 and 300.
- 304-3. **ENERGY CONVERSION.** Analysis of performance of A.C. and D.C. machines; diesel locomotives; transformers; developments in sources of energy—solar, atomic; hydraulic, hydro-mechanical systems. Prereq, 334.
- 307-4. **MACHINE DESIGN I.** Stress and strain analysis of linkages and structural members. Designing of machine parts from simple to complete. Taken in sequence. Prereq, junior standing.
- 308-4. **MACHINE DESIGN II.** A continuation of 307.
- 309-4. **MACHINE DESIGN III.** A continuation of 308.
- 310-5. **APPLIED MECHANICS.** A study of fundamental concepts of forces and force systems. Includes solutions using principles of force, mass, acceleration, work, and energy, Prereq, Physics 206 or 211.
- 311-3. **STRENGTH OF MATERIALS I.** Relationship between externally loaded bodies and resulting stresses and deformations. Members subjected to tension, compression, shear, torsion, and bending. Properties of materials. Prereq, 260; Math. 251.
- 312-3. **STRENGTH OF MATERIALS II.** Deflection of beams, combined loads, columns, statically indeterminate members, repeated loads, dynamic loads, reinforced concrete beams. Prereq, 311, 315.
- 313-5. **FLUID MECHANICS.** Fundamentals of fluid statics and fluid flow. Prereq, 263; Math. 253; Physics 213.
- 314-4. **SOIL MECHANICS.** Soil testing methods, structural properties of soils and their relation to design of structures, highways, airports, and embankments. Prereq, 311, 315.
- 315-1. **STRENGTH OF MATERIALS LABORATORY I.** Experimental analyses of the mechanical properties of engineering materials; tensile, compressive, torsional, and flexural tests of metals and wood; concrete proportioning and testing; tests of strength of connection; hardness tests of metals and plastics; preparation of engineering reports. Prereq, 311 or scheduled at the same time.
- 316-1. **STRENGTH OF MATERIALS LABORATORY II.** Flexural testing of steel, concrete, and wood; impact and fatigue studies; creep testing; introduction to electronic and photoelastic methods of stress analyses. Prereq, 312 or scheduled at the same time.
- 317-3. **CONSTRUCTION.** Study of construction methods, management, and machinery, including estimating, scheduling, and controlling procedures. Prereq, senior standing or consent of instructor.
- 320-3. **MECHANICAL LABORATORY.** Study of all types of measuring instruments. Fuels and lubricants testing. Exhaust gas analysis, operating characteristics of internal combustion engines, steam turbines, compressors, pumps, fans, and refrigeration systems. Report writing. Prereq, 301.
- 321-3. **METALLURGY.** The chemistry of metals; equilibrium diagrams; theory of heat treatment. Metallographic laboratory practice. Com-

- mercial methods of manufacturing and shaping iron, steel, and non-ferrous metals and alloys. Prereq, junior standing and consent of instructor.
- 322-3. **INTERNAL COMBUSTION ENGINES.** The design and principles of operation of internal combustion engines. The Otto, Diesel, and Brayton cycles and fundamental thermodynamic laws involved. Theories of combustion and detonation, combustion charts, fuels, and air tables. Effects of chemical equilibrium and variable specific heats. Cetane and octane numbers, carburetion, and injection. Prereq, 301.
- 331-3. **ELECTRICAL AND MAGNETIC CIRCUITS I.** Fundamental theory of direct current circuits, electrostatic and electromagnetic fields; resistance, inductance, mutual induction, and capacitance. Resistance measurements, use of A.C. and D.C. meters, potentiometers. Two lectures and one three-hour lab. Prereq, Math. 253; Physics 213.
- 332-3. **ELECTRICAL AND MAGNETIC CIRCUITS II.** Advanced direct and alternating current studies, including complex circuit analyses and wave analyses. Complex number and vector diagram solutions. Operating characteristics of D.C. motors and generators. Two lectures and one three-hour lab. Prereq, 331.
- 333-3. **D.C. AND A.C. MACHINES I.** Introduction to direct and alternating current machinery, theory and operating characteristics. Two lectures and one three-hour lab. Prereq, 332.
- 334-3. **D.C. AND A.C. MACHINES II.** Advanced studies on polyphase alternators and motors, synchronous convertors, dynamotors, transformers. Theory and operating characteristics. Two lectures and one three-hour lab. Prereq, 333; Math. 306.
- 335-3. **ELECTRONICS.** Electronic tube theory, amplifiers, phase and frequency modulation, vacuum tube and transistor circuits; computers.
- 336-3. **ELECTRICAL MEASUREMENTS.** Theory and use of D.C. and A.C. instruments; analysis of sensitivity, accuracy, precision, and error. Ammeters, voltmeters, wattmeters, energy measurements—watt-hour and demand meters, other recording meters. Prereq, 333.
- 337-3. **COMMUNICATIONS.** Theory of networks; network theorems; power transmission efficiency; coaxial cables; radio communication, radar, television. Prereq, 335 or concurrently.
- 338-3. **INSTRUMENTATION.** Control elements and techniques for devices and processes; dynamics of open and closed cycle control systems.
- 340-4. **KINEMATICS AND MECHANISMS.** The movement of bodies in space; basic mechanisms including analytical and graphic analyses. Linkages, cams, gears, and their manufacture. Vibration, critical speeds, and gyroscopic applications. Prereq, 262.
- 341-3. **MECHANICAL VIBRATIONS.** Equations of motion applied to systems with free and forced vibrations, damping, multiple degrees of freedom. Applications to engines and rotating machinery. Prereq, 340.
- 342-3. **DESIGN OF MACHINE ELEMENTS I.** Application of principles of mechanics to problems of design and development; mechanisms for specific functions, dynamic effects, and friction in mechanisms. Prereq, Math. 253.
- 343-3. **DESIGN OF MACHINE ELEMENTS II.** Advanced studies of design problems; hydraulic and pneumatic machine elements; power amplification devices; electronic control; automation. Prereq, 342.
- 344-3. **STRUCTURAL ANALYSIS.** Analysis of statically determinate structures under stationary, moving, and wind loads. Prereq, 312, 316.

- 345-3. **STRUCTURAL DESIGN.** Design of structural members and connections in wood and steel. Design and detailing of steel structures. Prereq, 344.
- 346-3. **POWER PLANTS.** Theory and practice of the modern stationary power plant. Diesel plant design. The principle vapor cycles in theory and practice. Cycle design and heat balance computations for Rankine, regenerative, reheating, and binary vapor cycles. Study of modern heat transfer theories. Selection of steam boilers, water walls, and superheaters. A short study of nuclear plants. Prereq, 301.
- 350-4. **JIG AND FIXTURE DESIGN I.** A course designed to contribute to the understanding of mass production, planning, and procedures, with special emphasis on the designing of jigs and fixtures. Prereq, 305, 307 or concurrently.
- 351-4. **JIG AND FIXTURE DESIGN II.** Special tools and dies. Consideration of set-up and design of automatic, semi-automatic, and hand-fed production devices. Prereq, 350.
- 352-4. **JIG AND FIXTURE DESIGN III.** More advanced practices in the design of special devices as they are related to production line procedure. Prereq, 351.
- 353-3. **ADVANCED DRAFTING FOR CIVIL ENGINEERS.** Map drawing, architectural drawings, structural steel drawings, reinforced concrete drawings.
- 354-3. **ADVANCED DRAFTING FOR MECHANICAL ENGINEERS.** Dimensioning for interchangeable assembly; architectural working drawings for heating, ventilating, and pipe layouts. Charts and diagrams. Use of log; log scales in mechanical engineering problems. Prereq, 205.
- 361-4. **ECONOMICS FOR APPLIED SCIENTISTS.** A study of factors and methods involved in selecting the most economical and feasible plan in industrial and engineering ventures, considering both the business and technical aspects involved. Prereq, Econ. 205 and junior standing.
- 363-0. **INSPECTION TRIP.** One- to three-day tours of nearby industrial plants and engineering projects. Prereq, senior standing.



# Department of Industrial Education

Professor Ralph O. Gallington, Ed.D. (George Washington), Chairman	1955
Professor M. Keith Humble, Ph.D. (Missouri)	1955
Professor J. Henry Schroeder, M.S. (Iowa)	1923
Professor Ernest J. Simon, M.S. (Illinois), LL.D. (Bradley)	1950
Associate Professor John Howard Erickson, Ed.D. (Pennsyl- vania State)	1955
Associate Professor James Jenkins, Jr., Ed.D. (Pennsylvania State)	1955
Assistant Professor Wayne S. Ramp, Ed.D. (Bradley)	1957
Assistant Professor Shelby S. Shake, M.S. (Indiana)	1944
Instructor F. W. Culpepper, Jr., M.S. (Teachers College at Oswego)	1957
Instructor Willard C. Hart, B.S. (Illinois)	1950
Instructor W. A. Howe, M.S. (Illinois)	1949
Instructor Marvin E. Johnson, M.S. (Illinois)	1948
Instructor Benny S. Vineyard, M.S. (Illinois)	1954
<hr/>	
Visiting Professor Homer J. Smith, Ph.D. (Minnesota)	1957-58
Visiting Professor Robert E. Smith, Ph.D. (Ohio State)	1954-58
Lecturer James Evans Young, M.S. in Ed. (Southern Illinois)	1957-58
Assistant Instructor Harold Lee Carr, B.S. in Ed. (Southern Illinois)	1956-58

The Department of Industrial Education is not at present attached to a school or college, but is an independent unit in the University's educational organization. It is directly responsible to the Vice-President for Instruction. On July 1, 1959, it will become a department within the School of Applied Science.

The Department of Industrial Education offers work in major fields leading to degrees as follows:

1. Bachelor of Science in Education for students in the College of Education preparing to teach industrial arts.
2. Bachelor of Science in Education for students in the College of Education preparing to teach industrial trades.

3. Bachelor of Science for students interested in becoming manual arts therapists.

4. Bachelor of Science for students interested in industrial science and supervision and preparing for supervisory positions in industry. The following options are available: Industrial Design, Metal Processing, Industrial Personnel, and Industrial Production Planning.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF EDUCATION*

General degree requirements: See Chapter III of this Bulletin.

College of Education requirements: See page 103 of the 1956-58 University Bulletin.

Required courses constituting a major in industrial arts: 100, 112, 122, 130, 145, 212, 226, 233, 300, 306, 490, 496; Math. 111, 112; Physics 206, and 208 or Chem. 111. Forty-eight quarter-hours constitute an undergraduate major and thirty-six quarter-hours constitute an undergraduate minor. Consult the academic adviser for minor requirements.

Those students wishing to complete the certification requirements for trade and industrial teaching should register their choice of trade with their academic advisers. Curricular requirements vary with a student's trade experience or his vocational-technical training.

The industrial arts curriculum with modifications can be followed by those preparing to be manual arts therapists. Hospital internship is required in the manual arts therapy program.

### *SUGGESTED CURRICULA IN INDUSTRIAL SCIENCE AND SUPERVISION*

General degree requirements: See Chapter III of this Bulletin.

Sixty-four quarter-hours constitute an undergraduate major. Without a minor in another field, the industrial science student is required to complete a ninety-six quarter-hour major and other specified courses.

The fields of mathematics, physics, chemistry, business administration, psychology, safety education, art, and agriculture are recommended minor fields.

Required courses constituting a major in industrial science with a specialization in industrial design: 112, 122, 145, 212, 222 or 226, 305; Ap. S. 101, 205, 206, 307, 308, 309, 310, 350, 351, 352; Mgt. 380; Econ. 205, 206; Math. 111, 112; Physics 206, and 208 or Chem. 111; Psych. 201; Speech 101.

Required courses constituting a major in industrial science with a specialization in metal processing: 112, 122, 145, 212, 214, 222, 318, 322, 325, 360; Ap. S. 101, 205; Mgt. 380; Econ. 205, 206; Math. 111, 112;

Physics 101 or 206, and 102 or 208 or Chem. 111; Psych. 201; Speech 101.

Required courses constituting a major in industrial science with a specialization in industrial personnel: 112, 122, 145, 212, 222 or 226, 495; Ap. S. 101, 205; Mgt. 374, 380, 385; Econ. 205, 310, 411; Math. 111, 112; Physics 206, and 208 or Chem. 111; Psych. 201, 202, 315, 316, 317; Speech 101.

Required courses constituting a major in industrial science with a specialization in industrial production: 112, 122, 145, 212, 222 or 226; Ap. S. 101, 205, 206, 307, 308, 309, 310, 350, 351, 352; Acct. 250; Mgt. 374, 380, 385, 471; Econ. 205, 206; Math. 111, 112, 113, 307; Physics 206, and 208 or Chem. 111; Psych. 201, 315; Speech 101.

In general, students majoring in industrial science will be required to complete a minimum of 40 per cent of their work in the area of general education and a minimum of 40 per cent in the area of their specialization.

## *INDUSTRIAL EDUCATION COURSES*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 100-4. GENERAL SHOP. An orientation to the various areas of industrial education. Lecture, discussion, and laboratory to present a broad exploratory experience. General shop basis. Introduction of teaching methods and problems.
- 112-4. BASIC WOODWORK. Use of woodworking hand tools involving common joints and fasteners. Elementary carving and finishing. Use of the wood lathe, drill press, jig saw, and portable machines. Prereq. one course in mechanical drawing.
- 122-4. MACHINE SHOP I. Designed to aid in the development of fundamental skills and information needed when operating the basic machine tools.
- 130-4. INDUSTRIAL ARTS DRAWING I. Designed to acquaint prospective teachers with the purposes and problems of teaching elementary and secondary school students—emphasizing orthographic projection, pictorial representations, freehand sketches, and the reading of drawings and diagrams.
- 145-4. BASIC ELECTRICITY. Application of electrical theory to the use of simple electrical equipment, of wiring and of fire-underwriters' regulations. Structure, care, repair, and adjustment of home electrical devices; house wiring.
- 204-4. ARCHITECTURAL DRAWING I. Introduction to design of small structures with special emphasis on house planning; including the selection of building sites, types of architecture and construction, room planning and arrangement, elevations, building materials, decorating, landscaping, and contractual aspects. Prereq. 130 or Ap. S. 101.
- 212-4. MACHINE WOODWORK. Operation, care, and use of woodwork-

- ing machines for making useful projects involving the more advanced types of joints and construction; finishing; and safety. Prereq, 112 or equivalent.
- 214-4. **WOOD PATTERN MAKING AND FOUNDRY.** The making of wood patterns of machine parts; molding (involving cutting and tempering) sand; melting, handling and pouring of the molten metals. Prereq, 112 or equivalent.
- 216-4. **FURNITURE UPHOLSTERING AND FINISHING.** Care and use of the tools, materials, and fundamental processes of upholstering and finishing furniture.
- 222-4. **MACHINE SHOP II.** Operation, care, and use of machine tools with emphasis on engine lathe, shaper, planer, and milling machine. Prereq, 122 or equivalent.
- 226-4. **GENERAL METAL I.** Fabricating, molding, shaping and heat treating common metals. Study of tools, processes, and related technical information as related to bench metal, sheet metal, foundry, heat treating, and oxyacetylene welding.
- 227-4. **MANUFACTURING PROCESSES.** Required of applied science students. Machine tool processes; welding, forming, patternmaking, and foundry techniques of modern industry. The use of jigs and fixtures, and mass production techniques are emphasized.
- 233-4. **INDUSTRIAL ARTS DRAWING II.** A continuation of 130—emphasizing problem solving, revolutions, developments, intersections, auxiliaries, screw threads, fasteners, working drawings, inking, tracing, reproduction of drawings, and practice in the use of the chalk board as a teaching aid. Prereq, 130 or equivalent.
- 234-4. **GRAPHIC ARTS I.** Experience in designing and printing with linoleum block and silk-screen stencils, practice in typesetting, composition, bookbinding, and operation of hand platen presses. Required of manual arts therapy majors.
- 259-3 to 60. **SHOP AND MECHANICAL DRAFTING SUBJECTS.** This is a shop and mechanical drafting credits designation used when shop or drafting course credit is established in some other accredited institution above the high school level. It may be transferred toward degree requirements in industrial education. This credit is especially appropriate to option II of the Vocational Industrial Education Curriculum. Before final acceptance of the transfer credits, the department chairman will evaluate them.
- 300 (120)-4. **LEATHERWORK AND PLASTICS.** Experience in planning, designing, and enriching surfaces, using leather and plastics as media. Prereq, senior standing.
- 302-4. **CONSTRUCTION METHODS FOR PRIMARY TEACHERS.** Various media such as wood, metal, and paper. Acquainting the primary teacher with the materials, tools, and processes students at the primary level can manipulate and use in the classroom.
- 303-4. **DIVERSIFIED CRAFTS FOR TEACHERS AND RECREATIONAL LEADERS.** Experience in constructional activities involving the use of wood, metal, leathers, plastics, reed, raffia, clay, and other materials adaptable to the needs and interests of elementary school teachers and camp counselors.
- 304-4. **ARCHITECTURAL DRAWING II.** A continuation of 204—emphasizing instrument drawings of an original design of a residence, set of prints, and complete specifications. Prereq, 204.

- 305-4. MACHINE DRAWING. Piping layouts, gears, cams, keys, rivets, springs, precision and limit dimensioning, assembly drawings, parts lists, and details with emphasis on established industrial practices. Prereq, 233 or Ap. S. 205.
- 306-4. INDUSTRIAL ARTS DESIGN. Elements of design: contour, surface enrichment, line, and mass. Applied to shop projects. Prereq, 233.
- 313-4. FURNITURE CONSTRUCTION AND CABINETMAKING. Design and construction of special pieces of furniture and elementary cabinet-work. Prereq, 212.
- 318-4. GENERAL WELDING I. A course covering basic working knowledge of electric arc welding, oxyacetylene welding, and flame cutting. Emphasis placed on shop safety, care and use of welding equipment, and preparation of related instructional materials. Prereq, 226 or consent of instructor.
- 319-3 to 21. INDUSTRIAL INTERNSHIP. The course is co-operative with selected industries and the Department of Industrial Education. It is required of persons lacking trade experience who plan to teach vocational education under the Illinois State Plan for Vocational Education. Industrial experience includes job skills, manufacturing processes, technical information, and labor-management relationships with supervised instruction, conferences, and examinations. Prereq, approval by department chairman.
- 321-2. CANE, REED, AND RAFFIA WORK. Provides experiences in basketry and hand weaving. Required of manual arts therapy majors. Prereq, junior standing.
- 322-4. MACHINE SHOP III. Machine shop practices involving the construction of machines and tools for practical use. Advanced industrial production practices and related technical information. Prereq, 222 or equivalent.
- 324-4. METAL CRAFTS. Provides experiences with nonferrous metals involving heating, annealing, enameling, designing, chasing, etching, forming, piercing, raising, and tooling. Required for students preparing for specific jobs in industry. Prereq, 322 or equivalent.
- 325-4 to 12. ADVANCED MACHINE SHOP. Designed for students preparing for specific jobs in industry. Prereq, 322.
- 328-4. GENERAL WELDING II. Specialized training in oxyacetylene and electric welding. Related information including a study of welding safety, torches, manifolds, tanks, filler rods. Students to pass tests of welding proficiency. Prereq, 318 or equivalent.
- 329-4. GENERAL METAL II. Designed to provide experience in pattern-making, founding, forging, heat treating, raising, etching, and spinning metals. Study of tools, machines, and information relating to these processes. Prereq, 226 or equivalent.
- 332-4. FUNDAMENTALS OF TRANSPORTATION. Driver training involving responsibilities for detecting unsafe operating conditions. Required accessories and uses. Care, functions, and condition of major operating parts. Knowledge and use of tools and equipment necessary for making emergency adjustments for safe driving.
- 334-4. GRAPHIC ARTS II. Continuation of Graphic Arts I, featuring more advanced problems and experience in setting up and operating presses and other printing devices.
- 341-4. MACHINE AND TOOL MAINTENANCE. Sources, manufacture, supply, cost, sharpening, adjusting, and repairing saws, drills, drill-

- presses, jointers, lathes, sanders, and other machines, as well as hand tools used in the various industrial education shops.
- 342-4. **PAINTING AND FINISHING.** Practices and procedures in painting, staining, varnishing, enameling, lacquering, using transfers; practice in the use of the spray gun. Study of the chemical elements of various finishes; proper care of finishing equipment and materials.
- 344(245)-4. **COMMUNICATIONS EQUIPMENT.** A study of the three basic divisions of the communications industry—telephone, telegraph, and radio. Construction testing, maintenance, and related technical information of basic electrical circuits and devices in each division. Prereq, 145 or Physics 207.
- 345-4. **INDUSTRIAL ELECTRONICS.** A study of basic electronic circuits and devices commonly used in various industries. Analysis, construction, testing, and maintenance of such circuits as induction heating, photo-electric, time delay, rectifier, and electroplating, emphasizing electronic testing equipment studies and correct use of such equipment. Prereq, 344 or equivalent.
- 346-4. **ELECTRONIC SYSTEMS.** Advanced industrial electric and electronic circuits and the combination of control methods into an integrated electronic system featuring telemetering, servo systems, production control, and analog and digital computers. Related technical information stressed. Prereq, 345.
- 360-4 to 12. **SPECIALIZED ADVANCED MACHINE SHOPS.** Designed to continue student specialization in metal fabrication. Production process or operation sheet writing. Prereq, 325.
- 365-4. **INDUSTRIAL SAFETY.** Study of the frequency and occurrences of accidents in industrial pursuits, their causes, means of reduction and prevention through education, supervision, and the use of functional safety devices.
- 400-4. **PRODUCTION ILLUSTRATION.** Axonometric projection, perspective, line and surface shading, exploded views, pictorial details, and assemblies with special emphasis on illustration for assistance to assembly personnel and for catalog and advertising purposes. Prereq, 233 or Ap. S. 205.
- 430-2 to 6. **SPECIAL PROBLEMS IN THE ARTS AND INDUSTRIES.** An opportunity for students to obtain special instruction in the solution of problems in specific subject matter fields.
- 435-6 to 12. **MANUAL ARTS INTERNSHIP.** Supervised hospital experience featuring various applications of manual arts therapeutical treatments. A maximum of twelve hours allowed for course with a maximum of six hours for any one enrollment period.
- 480-4. **PROBLEMS OF ELEMENTARY INDUSTRIAL EDUCATION.** Problems involved in teaching and supervising industrial education at the elementary school level.
- 490-4. **PRINCIPLES OF INDUSTRIAL TEACHING.** Activities of industrial education and motivation of learning in industrial subjects. Emphasis on planning and methods of presentation..
- 491-3 to 4. **PRINCIPLES OF TRADE TEACHING.** Emphasis on methods of teaching. Required in the Vocational Industrial Teacher Education Curricula.
- 492-4. **SCHOOL SHOP PLANNING.** Principles and practices underlying modern school shop planning. Actual school shop plans required.
- 494-3 to 4. **ORGANIZATION AND ADMINISTRATION OF INDUS-**

TRIAL EDUCATION. Principles and policies governing the administration of industrial education programs in elementary, junior, senior high schools; relation of federal and state supervision of industrial education to local administration.

- 495-3 to 4. OCCUPATIONAL ANALYSIS. Involves the fundamental steps for analyzing trades and other occupations, with some thought toward establishing appropriate units of instruction for the apprentice or student. Jobs, operations and essential related information are analyzed.
- 496-3 to 4. SELECTION AND ORGANIZATION OF SUBJECT MATTER. Selection and arrangement of teaching content; preparation of assignment, operation, information, and job sheets; preparation of tests.
- 497-4. THE LITERATURE OF INDUSTRIAL EDUCATION. An introduction to the literature in the field of industrial arts and vocational industrial education. This course is of importance to persons who expect to make industrial teacher education a career.
- 498-4. ORGANIZING AND ADMINISTERING THE GENERAL SHOP. Study and practice in the development of a general shop featuring multiple offerings. Development and organization of appropriate instructional materials and teaching aids.

(Courses on the 500 level may be taken only by graduate students.)

- 500-2 to 4. SPECIAL INVESTIGATIONS IN INDUSTRIAL EDUCATION. For students who wish to make a thorough study or investigation of a specific problem in industrial education.
- 502-4. MEASUREMENT AND EVALUATION OF PRODUCTS AND PROCEDURES. Criteria and instrument development, testing techniques, and appraisals. Special emphasis is given to the principles and methods of evaluation of progress in laboratory and shop subjects of a practical arts nature. Experience in development and construction of pertinent and effective evaluative devices.
- 504-4. HISTORY AND PHILOSOPHY OF INDUSTRIAL EDUCATION. Leaders, organizations, and movements in development and progress of industrial education.
- 505-4. SUPERVISION OF INDUSTRIAL EDUCATION. Study of basic philosophy, purposes, and procedures of specified state and national plans. Qualifications of the supervisor, of adopted plans, his duties and responsibilities at the various school levels with respect to development and improvement of instruction in shop and drawing subjects. Study of procedures used in upgrading teachers and facilities; development and use of professional incentives.
- 506-4. PROBLEMS OF THE CO-ORDINATOR. Problems and procedures involved in setting up and operating co-operative part-time and evening school programs.
- 508-4. TEACHING AIDS IN INDUSTRIAL EDUCATION. Selection, development, and use of industrial illustrations and instructional aids and devices.
- 541-4. OCCUPATIONAL INFORMATION AND GUIDANCE. Designed for school counselors, industrial supervisors, and teachers to give them orientation to and experience with occupational information and vocational adjustment. Prereq, consent of instructor.
- 580-3 to 9. SEMINAR IN INDUSTRIAL EDUCATION.
- 590-3 to 6. RESEARCH IN INDUSTRIAL EDUCATION.
- 599-1 to 9. THESIS.



# Department of Nursing

Professor Virginia Hall Harrison, M.S.N.E. (St. Louis), Chairman	1955
Associate Professor Stephanie B. Conwell, M.A. (Columbia)	1957
Assistant Professor Twila Jean Hoffman, M.A. (George Pea- body)	1956-57
Assistant Professor Mary Wyatt, M.A. (Washington Uni- versity)	1957
Assistant Instructor Patsy Coleman	1958-59
Assistant Instructor Mary K. Goss, A.B. (Southern)	1959
Lecturer Hazel L. LeFevre, B.S.N.E. (Columbia)	1956-57

The Department of Nursing is presently not attached to any school or college, but is an independent unit in the University's educational structure, directly responsible to the Vice-President for Instruction.

The purpose of the Department of Nursing is to prepare professional nurses to meet community needs. It provides programs in general and professional education, and aims to enable the practitioner to give skilled nursing service in any of the many branches of nursing, while assisting him to develop in accordance with his own capabilities and interest.

In addition to learning to give comprehensive nursing care, the student in nursing is guided in developing citizenship concepts, skills in communication, understanding of man and his environment, cultural appreciation, and the ability to solve problems.

The Department of Nursing offers two programs, both leading to the Bachelor of Science degree. The basic professional curriculum is a fourteen-quarter program for young men and women who are high school graduates with no previous education for nursing. Through course content, field trips, and guided nursing experiences in hospitals, nursery school, public health agency, clinics, and homes of patients, the student learns to evaluate and meet the patient's needs, with other members of the health team. He or she learns, also, to give appropriate nursing care and to teach patients and their families to meet their personal health needs.

The supplemental program for registered nurses, through a combination of general and nursing education, aims to prepare graduates for professional nursing in hospitals, health agencies, and the community. The major in nursing is strengthened by additional upper-division courses in related areas. Field work in public health and hospitals is required.

### *BASIC PROFESSIONAL CURRICULUM*

Students interested in this program should prepare in high school by taking at least three units of English, two of mathematics, one or more each of chemistry, biology, and social studies. Foreign language is not required, but a knowledge of Latin or Greek is helpful.

Transfer credit from another accredited college or university may be accepted if it is of recent origin and satisfactory ("C") quality. Students who have completed part of a diploma program may be admitted to this curriculum, but courses may need to be repeated and no credit is given for time spent in a hospital school.

The first five quarters of the program are spent in general education and pre-professional courses, to prepare the student for care of patients. During the fifth quarter, two weeks in a nursery school and six weeks in the outpatient department of a general hospital in Carbondale are provided to introduce the student to the care of ambulatory, mildly ill patients.

Upon satisfactory completion of all academic and pre-professional requirements the student is recommended for transfer to the University of Illinois School of Nursing. Clinical instruction and experience are offered in medical, surgical, obstetric, pediatric, orthopedic, operating room, and tuberculosis nursing, through a co-operative arrangement between these two state universities. Five quarters are spent in Chicago at the Research and Educational Hospitals. In June of the third year the student returns to Southern Illinois University. Psychiatric nursing, field work in public health, comprehensive nursing, and senior medical nursing are completed during the year in residence.

Graduates of this program are eligible for admission to the examinations given by the Department of Registration and Education, and licensure as registered nurses (R.N.).

General degree requirements: See Chapter III.

Department of Nursing requirements: Chemistry 110, 240; Sociology 101; Psychology 201; Food and Nutrition 103; Speech 101; Physiology 209, 300; Nursing 101, 102, 219, 220, 225, 251, 325, 326, 354, 360, 361, 375, 380, plus satisfactory completion of clinical instruction and experience at both the University of Illinois and Southern Illinois University.

## *SUPPLEMENTAL PROGRAM FOR REGISTERED NURSES*

The Department of Nursing offers a curriculum in general and professional courses to registered nurses who desire to prepare for care of patients in beginning positions in any of the major fields of nursing. The program is designed to assist the nurse to develop competencies essential for the new roles of professional practitioners today, and to provide a foundation for specialization on the graduate level.

Applicants for admission to the supplemental curriculum should be in good physical condition, have graduated from a state-accredited school of nursing, and be licensed to practice in some state or territory of the United States or some foreign country. They are required to write the Graduate Nurse Qualifying Examination either before admission or during the first quarter they are enrolled as full-time students at the University. Arrangements to take this examination are made with the National League for Nursing, 2 Park Avenue, New York City. Application cards, signed by the chairman, may be obtained in the departmental office, 101 Main Building, Southern Illinois University, Carbondale.

Evidence of license to practice must be submitted, as well as transcripts of school of nursing, high school, and any college or university previously attended.

The amount of credit allowed for the diploma program is determined on an individual basis. Among the factors to be considered are accreditation of the school of nursing and the record made there; results of the Graduate Nurse Qualifying Examination; the level of achievement during the first full quarter at the University; the quality of work done elsewhere; and the length of time since graduation. The maximum amount of credit which may be granted for the diploma program is sixty-four quarter-hours.

The program can be completed in two and one-quarter years if the student attends full-time, and if maximum credit is granted.

Part-time work may be obtained in the general or special hospitals in Carbondale or surrounding towns, or in the University Health Service. The amount of part-time work undertaken may be restricted, or the student may be asked to take a limited program in the University, unless grades are kept at a satisfactory level.

Fees are the same for students in this program as for those in any other University program. Public health uniforms, or navy blue skirt and white blouses, for the field experience in public health, and white uniforms, hose, shoes, and cap for the hospital experience, must be provided by the student.

General degree requirements: See Chapter III.

Department of Nursing degree requirements: 305, 309, 310, 311, 312, 375, 380, 385, 386; Health Education 355; a four-hour course in Psychology, from among the following: 301, 303, 305, 401, 410, 412, 415, 416; a four-hour course in Sociology, from among the following: 301, 310, 311, 315, 316, 337, 369; four to five hours in Physiology or Microbiology (Physiology 300, 315, 316, 317, or Microbiology 301).

### *NURSING COURSES*

- 101-0. INTRODUCTION TO NURSING I. An orientation to the philosophy and functions of nursing in contemporary society. Lectures, discussion, and field trips.
- 102-2. INTRODUCTION TO NURSING II. Lectures, discussion, and field trips dealing with the ways in which the health team and the community safeguard the safety and health of its citizens.
- 205-4. SURVEY COURSE FOR MEN. Prevention, cure, and rehabilitation in selected diseases. Physical and emotional aspects of pregnancy and childbirth. For nonmajors only. Prereq, H. Educ. 100 or consent of the instructor.
- 219-4. GROWTH AND DEVELOPMENT OF THE INDIVIDUAL I. Physical, social, emotional, intellectual, and spiritual development of the normal individual from birth to puberty. Prereq, Food and Nut. 103; Psych. 201; and Physio. 209 (preceding or concurrent).
- 220-2. GROWTH AND DEVELOPMENT OF THE INDIVIDUAL II. Physical and emotional development of the individual from puberty through senescence. Includes a study of pregnancy, with emphasis on the general influences of economic, social, and spiritual aspects. Prereq, 219.
- 225-5. FOUNDATIONS. An introduction to the care of normal children and mildly ill and ambulant adults. Lecture, demonstration, and laboratory practice. For majors only.
- 251-2. MATERIA MEDICA. Drug dosage and preparation of solutions for internal and external use. Lecture and laboratory practice.
- 305-4. HISTORY AND PHILOSOPHY OF NURSING. Historical approach to understanding of the broad movements and trends in nursing and philosophical concepts underlying current developments. Open only to registered nurses.
- 306-3. CURRENT DEVELOPMENTS IN NURSING. An intensive study of major issues in nursing. Prereq, 305.
- 309-4. INTRODUCTION TO ADMINISTRATION IN NURSING SERVICES. Principles of administration applied to hospitals and other nursing services. Open to registered nurses only.
- 310-4. NORMAL GROWTH AND DEVELOPMENT. This course aims to increase the graduate nurse's understanding of physical, emotional, mental, and social changes normally occurring from birth to old age. Prereq, General Psychology.
- 311-4. INTERPERSONAL RELATIONSHIPS IN NURSING. A course designed to help the students adapt to changing situations, and to accept and understand themselves and others. Prereq, graduate nurse status and General Psychology.
- 312-4. TEACHING IN NURSING. Techniques of teaching applied to pa-

tients and families, as well as groups. Prereq, graduate nurse status and General Psychology.

340-2 to 4. **SELECTED PROBLEMS IN NURSING.** Application of the problem-solving method to selected situations commonly found in professional nursing practice.

375-4. **PRINCIPLES OF PUBLIC HEALTH NURSING.** Objectives, principles, and practices in public health nursing, application of nursing science and art to family and community living. Prereq, senior standing; 310, 311, 312; H. Educ. 355 (preceding or concurrent).

380-8. **PUBLIC HEALTH NURSING PRACTICUM.** One quarter's supervised experience in a public health agency conducting a generalized program; includes orientation, demonstrations, and conferences. Prereq, 375 (preceding or concurrent); H. Educ. 355.

385-2. **GENERAL NURSING.** Seminar in comprehensive care in the community and the hospital, in the areas ranging from prevention to rehabilitation. Principles of public health nursing are applied throughout the course. Prereq, 375, 380.

386-2 to 6. **GENERAL NURSING PRACTICUM.** Designed to assist the graduate nurse to improve her knowledge, understanding, and practice in comprehensive nursing care. Prereq, senior standing and 385.



# Statistics

## *UNIVERSITY ENROLLMENT, 1955-1956*

	MEN	WOMEN	TOTAL
Summer Session, 1955 .....	1,487	1,107	2,594
Fall, 1955 .....	3,691	1,724	5,415
Winter, 1955-56 .....	3,523	1,599	5,122
Spring, 1956 .....	3,372	1,542	4,914
Individuals on Campus, 1955-56 .....	4,809	2,570	7,379
Individuals, Belleville Residence Center, 1955-56 .....	54	119	173
Individuals, Extension, 1955-56 .....	369	1,030	1,399
Total Individuals on Campus, Belleville Residence Center, and Extension, 1955-56 ....	5,122	3,544	8,666
Individuals, Noncollegiate Grade, in University School, 1955-56 .....	388	366	754
Total Individuals (Duplicates Excluded), 1955-56 .....	5,510	3,910	9,420
Total Registrants in Division of Technical and Adult Education Courses, 1955-56, (Noncredit) .....			3,507

*UNIVERSITY ENROLLMENT, 1956-1957*

	MEN	WOMEN	TOTAL
Summer Session, 1956 .....	1,645	1,241	2,886
Fall, 1956 .....	4,196	1,908	6,104
Winter, 1956-57 .....	4,026	1,754	5,780
Spring, 1957 .....	3,772	1,733	5,505
Individuals on Campus, 1956-57 .....	5,433	2,811	8,244
Individuals, Belleville Residence Center, 1956-57 .....	100	134	234
Individuals, Extension, 1956-57 .....	542	914	1,456
Total Individuals on Campus, Belleville Residence Center, and Extension, 1956-57 ...	5,853	3,641	9,494
Individuals, Noncollegiate Grade, in University School, 1956-57 .....	483	410	893
Total Individuals (Duplicates Excluded), 1956-57 .....	6,336	4,051	10,387
Total Registrants in Division of Technical and Adult Education Courses, 1956-57, (Noncredit) .....			5,552

*UNIVERSITY ENROLLMENT, 1957-1958*

	MEN	WOMEN	TOTAL
Summer Session, 1957 .....	1,664	1,429	3,093
Fall, 1957 .....	4,372	2,125	6,497
Winter, 1957-58 .....	4,341	1,986	6,327
Spring, 1958 .....	4,200	1,921	6,121
Individuals on Campus, 1957-58 .....	5,692	3,111	8,803
Individuals, Alton Residence Center, 1957-58 ..	1,210	577	1,787
Individuals, Belleville Residence Center (Included with East St. Louis Figures)			
Individuals, East St. Louis Residence Center, 1957-58 .....	531	402	933
Individuals, Extension, 1957-58 .....	445	870	1,315
Total Individuals on Campus, Residence Centers, and Extension, 1957-58 .....	7,655	4,735	12,390
Individuals, Noncollegiate Grade, in University School, 1957-58 .....	476	394	870
Total Individuals (Duplicates Excluded), 1957-58 .....	8,131	5,129	13,260
Total Registrants in Division of Technical and Adult Education Courses, 1957-58, (Noncredit) .....			7,331

*SUMMARY OF DEGREES AND CERTIFICATES,  
JUNE 16, 1956*

	MEN	WOMEN	TOTAL
GRADUATE SCHOOL			
Certificate of Specialist .....	1	0	1
GRADUATE SCHOOL			
Master of Arts Degree .....	7	3	10
Master of Science Degree .....	7	0	7
Master of Science in Education Degree .....	49	21	70
Total Master's Degrees .....	63	24	87
COLLEGE OF EDUCATION			
Bachelor of Music Education Degree .....	2	2	4
Bachelor of Science in Education Degree .....	98	104	202
	100	106	206
COLLEGE OF LIBERAL ARTS AND SCIENCES			
Bachelor of Arts Degree .....	77	12	89
SCHOOL OF AGRICULTURE			
Bachelor of Science in Agriculture Degree ....	13	0	13
SCHOOL OF BUSINESS AND INDUSTRY			
Bachelor of Science Degree .....	73	3	76
SCHOOL OF COMMUNICATIONS			
Bachelor of Science Degree .....	11	2	13
SCHOOL OF FINE ARTS			
Bachelor of Arts Degree .....	5	2	7
DEPARTMENT OF HOME ECONOMICS			
Bachelor of Science Degree .....	0	3	3
Total Bachelor's Degrees .....	279	128	407
DIVISION OF TECHNICAL AND ADULT EDUCATION			
Associate in Business Degree .....	23	11	34
Associate in Technology Degree .....	85	0	85
Total Associate Degrees .....	108	11	119
DIVISION OF TECHNICAL AND ADULT EDUCATION			
Certificate in Calculating Machines .....	1	4	5
Certificate in Clerical Procedures .....	0	2	2
Certificate in Cosmetology .....	0	15	15
Certificate in Stenographic .....	0	5	5
Certificate in Welding .....	15	0	15
Total Certificates .....	16	26	42

## SUMMARY OF DEGREES, AUGUST 10, 1956

	MEN	WOMEN	TOTAL
GRADUATE SCHOOL			
Certificate of Specialist .....	1	0	1
GRADUATE SCHOOL			
Master of Arts Degree .....	16	3	19
Master of Fine Arts Degree .....	1	1	2
Master of Science Degree .....	12	2	14
Master of Science in Education Degree .....	46	34	80
	<hr/>	<hr/>	<hr/>
Total Master's Degrees .....	75	40	115
COLLEGE OF EDUCATION			
Bachelor of Music Education Degree .....	2	1	3
Bachelor of Science in Education Degree .....	55	62	117
	<hr/>	<hr/>	<hr/>
	57	63	120
COLLEGE OF LIBERAL ARTS AND SCIENCES			
Bachelor of Arts Degree .....	32	2	34
SCHOOL OF BUSINESS AND INDUSTRY			
Bachelor of Science Degree .....	20	0	20
SCHOOL OF FINE ARTS			
Bachelor of Arts Degree .....	3	0	3
Bachelor of Music Degree .....	0	1	1
	<hr/>	<hr/>	<hr/>
	3	1	4
DEPARTMENT OF HOME ECONOMICS			
Bachelor of Science Degree .....	0	1	1
	<hr/>	<hr/>	<hr/>
Total Bachelor's Degrees .....	112	67	179
DIVISION OF TECHNICAL AND ADULT EDUCATION			
Associate in Technology Degree .....	24	0	24

*SUMMARY OF DEGREES AND CERTIFICATES,  
JUNE 16, 1957*

	MEN	WOMEN	TOTAL
GRADUATE SCHOOL			
Certificate of Specialist .....	1	0	1
GRADUATE SCHOOL			
Master of Arts Degree .....	8	0	8
Master of Fine Arts Degree .....	0	1	1
Master of Music Degree .....	0	1	1
Master of Music Education Degree .....	1	0	1
Master of Science Degree .....	8	1	9
Master of Science in Education Degree .....	38	14	52
Total Master's Degrees .....	55	17	72
COLLEGE OF EDUCATION			
Bachelor of Music Education Degree .....	10	4	14
Bachelor of Science in Education Degree .....	92	147	239
	102	151	253
COLLEGE OF LIBERAL ARTS AND SCIENCES			
Bachelor of Arts Degree .....	82	15	97
SCHOOL OF AGRICULTURE			
Bachelor of Science in Agriculture Degree ....	17	0	17
SCHOOL OF BUSINESS			
Bachelor of Science Degree .....	74	3	77
SCHOOL OF COMMUNICATIONS			
Bachelor of Science Degree .....	12	2	14
SCHOOL OF FINE ARTS			
Bachelor of Arts Degree .....	8	3	11
SMALL BUSINESS INSTITUTE			
Bachelor of Science Degree .....	1	0	1
DEPARTMENT OF HOME ECONOMICS			
Bachelor of Science Degree .....	0	5	5
DEPARTMENT OF INDUSTRIAL EDUCATION AND APPLIED SCIENCE			
Bachelor of Science Degree .....	15	0	15
Total Bachelor's Degrees .....	311	179	490
DIVISION OF TECHNICAL AND ADULT EDUCATION			
Associate in Business Degree .....	29	13	42
Associate in Technology Degree .....	81	0	81
Total Associate Degrees .....	110	13	123

*SUMMARY OF DEGREES AND CERTIFICATES,  
JUNE 16, 1957 (Continued)*

	MEN	WOMEN	TOTAL
DIVISION OF TECHNICAL AND ADULT EDUCATION			
Certificate in Bookkeeping-Clerical .....	2	3	5
Certificate in Calculating Machines .....	0	1	1
Certificate in Cosmetology .....	0	15	15
Certificate in Stenographic .....	0	1	1
Certificate in Welding .....	4	0	4
	<hr/>	<hr/>	<hr/>
Total Certificates .....	6	20	26

*SUMMARY OF DEGREES AND CERTIFICATES,  
AUGUST 9, 1957*

	MEN	WOMEN	TOTAL
<b>GRADUATE SCHOOL</b>			
Master of Arts Degree .....	22	3	25
Master of Science Degree .....	6	7	13
Master of Science in Education Degree .....	53	28	81
	<hr/>	<hr/>	<hr/>
Total Master's Degrees .....	81	38	119
<b>COLLEGE OF EDUCATION</b>			
Bachelor of Music Education Degree .....	1	3	4
Bachelor of Science in Education Degree .....	54	97	151
	<hr/>	<hr/>	<hr/>
	55	100	155
<b>COLLEGE OF LIBERAL ARTS AND SCIENCES</b>			
Bachelor of Arts Degree .....	31	6	37
<b>SCHOOL OF AGRICULTURE</b>			
Bachelor of Science in Agriculture Degree ....	4	0	4
<b>SCHOOL OF BUSINESS</b>			
Bachelor of Science Degree .....	23	0	23
<b>SCHOOL OF COMMUNICATIONS</b>			
Bachelor of Science Degree .....	3	0	3
<b>SCHOOL OF FINE ARTS</b>			
Bachelor of Arts Degree .....	4	2	6
<b>SCHOOL OF HOME ECONOMICS</b>			
Bachelor of Science Degree .....	0	4	4
<b>DEPARTMENT OF INDUSTRIAL EDUCATION AND APPLIED SCIENCE</b>			
Bachelor of Science Degree .....	3	0	3
	<hr/>	<hr/>	<hr/>
Total Bachelor's Degrees .....	123	112	235
<b>DIVISION OF TECHNICAL AND ADULT EDUCATION</b>			
Associate in Business Degree .....	4	2	6
Associate in Technology Degree .....	13	0	13
	<hr/>	<hr/>	<hr/>
Total Associate Degrees .....	17	2	19
<b>DIVISION OF TECHNICAL AND ADULT EDUCATION</b>			
Certificate in Cosmetology .....	0	12	12
Certificate in Welding .....	1	0	1
	<hr/>	<hr/>	<hr/>
Total Certificates .....	1	12	13

*SUMMARY OF DEGREES AND CERTIFICATES,  
JUNE 15, 1958*

	MEN	WOMEN	TOTAL
<b>GRADUATE SCHOOL</b>			
Certificate of Specialist .....	1	0	1
<b>GRADUATE SCHOOL</b>			
Master of Arts Degree .....	17	2	19
Master of Fine Arts Degree .....	1	0	1
Master of Music Degree .....	3	0	3
Master of Music Education Degree .....	4	2	6
Master of Science Degree .....	10	3	13
Master of Science in Education Degree .....	53	22	75
	<hr/>	<hr/>	<hr/>
Total Master's Degrees .....	88	29	117
<b>COLLEGE OF EDUCATION</b>			
Bachelor of Music Education Degree .....	4	8	12
Bachelor of Science in Education Degree .....	109	173	282
	<hr/>	<hr/>	<hr/>
	113	181	294
<b>COLLEGE OF LIBERAL ARTS AND SCIENCES</b>			
Bachelor of Arts Degree .....	111	24	135
<b>SCHOOL OF AGRICULTURE</b>			
Bachelor of Science in Agriculture Degree ....	30	0	30
<b>SCHOOL OF BUSINESS</b>			
Bachelor of Science Degree .....	83	4	87
<b>SCHOOL OF COMMUNICATIONS</b>			
Bachelor of Science Degree .....	10	2	12
<b>SCHOOL OF FINE ARTS</b>			
Bachelor of Arts Degree .....	9	3	12
Bachelor of Music Degree .....	1	1	2
	<hr/>	<hr/>	<hr/>
	10	4	14
<b>SCHOOL OF HOME ECONOMICS</b>			
Bachelor of Science Degree .....	0	21	21
<b>DEPARTMENT OF INDUSTRIAL EDUCATION AND APPLIED SCIENCE</b>			
Bachelor of Science Degree .....	14	0	14
<b>SMALL BUSINESS INSTITUTE</b>			
Bachelor of Science Degree .....	1	0	1

*SUMMARY OF DEGREES AND CERTIFICATES,  
JUNE 15, 1958 (Continued)*

	MEN	WOMEN	TOTAL
ALTON RESIDENCE CENTER			
Bachelor of Arts Degree .....	0	1	1
Bachelor of Science Degree .....	5	1	6
	<hr/> 5	<hr/> 2	<hr/> 7
Total Bachelor's Degrees .....	377	238	615
DIVISION OF TECHNICAL AND ADULT EDUCATION			
Associate in Business Degree .....	11	11	22
Associate in Technology Degree .....	76	2	78
	<hr/> 87	<hr/> 13	<hr/> 100
DIVISION OF TECHNICAL AND ADULT EDUCATION			
Certificate in Bookkeeping-Clerical .....	2	7	9
Certificate in Calculating Machines .....	1	8	9
Certificate in Cosmetology .....	0	15	15
Certificate in Practical Nursing .....	0	9	9
Certificate in Stenographic .....	0	2	2
Certificate in Welding .....	3	0	3
	<hr/> 6	<hr/> 41	<hr/> 47
Total Certificates .....	6	41	47

*SUMMARY OF DEGREES AND CERTIFICATES,  
AUGUST 8, 1958*

	MEN	WOMEN	TOTAL
GRADUATE SCHOOL			
Certificate of Specialist .....	1	0	1
GRADUATE SCHOOL			
Master of Arts Degree .....	24	8	32
Master of Fine Arts Degree .....	0	1	1
Master of Music Degree .....	1	0	1
Master of Music Education Degree .....	2	1	3
Master of Science Degree .....	12	5	17
Master of Science in Education Degree .....	67	22	89
	<hr/>	<hr/>	<hr/>
Total Master's Degrees .....	106	37	143
COLLEGE OF EDUCATION			
Bachelor of Music Education Degree .....	1	2	3
Bachelor of Science in Education Degree .....	63	77	140
	<hr/>	<hr/>	<hr/>
	64	79	143
COLLEGE OF LIBERAL ARTS AND SCIENCES			
Bachelor of Arts Degree .....	38	7	45
SCHOOL OF AGRICULTURE			
Bachelor of Science in Agriculture Degree ....	6	0	6
SCHOOL OF BUSINESS			
Bachelor of Science Degree .....	30	1	31
SCHOOL OF COMMUNICATIONS			
Bachelor of Science Degree .....	8	2	10
SCHOOL OF FINE ARTS			
Bachelor of Arts Degree .....	1	1	2
Bachelor of Music Degree .....	0	1	1
	<hr/>	<hr/>	<hr/>
	1	2	3
SCHOOL OF HOME ECONOMICS			
Bachelor of Science Degree .....	0	6	6
DEPARTMENT OF INDUSTRIAL EDUCATION AND APPLIED SCIENCE			
Bachelor of Science Degree .....	8	0	8
DEPARTMENT OF NURSING			
Bachelor of Science Degree .....	0	1	1

*SUMMARY OF DEGREES AND CERTIFICATES,  
AUGUST 8, 1958 (Continued)*

	MEN	WOMEN	TOTAL
<b>ALTON RESIDENCE CENTER</b>			
Bachelor of Music Education Degree .....	1	0	1
Bachelor of Science in Education Degree ....	0	2	2
Bachelor of Science .....	1	0	1
	<hr/>	<hr/>	<hr/>
	2	2	4
	<hr/>	<hr/>	<hr/>
Total Bachelor's Degrees .....	157	100	257
<b>DIVISION OF TECHNICAL AND ADULT EDUCATION</b>			
Associate in Business Degree .....	8	4	12
Associate in Technology Degree .....	10	0	10
	<hr/>	<hr/>	<hr/>
Total Associate Degrees .....	18	4	22
<b>DIVISION OF TECHNICAL AND ADULT EDUCATION</b>			
Certificate in Bookkeeping-Clerical .....	0	1	1
Certificate in Cosmetology .....	2	9	11
Certificate in Practical Nursing .....	0	6	6
Certificate in Stenographic .....	0	1	1
	<hr/>	<hr/>	<hr/>
Total Certificates .....	2	17	19

# Index

- Academic load for students: 56-57, 89
- Academic year: division of, into sessions, 5-6
- Accounting, Department of: purpose of program in, 21; suggested elective courses in, 69
- Admissions, Director of. *See* Registrar
- Admission to the University: application for, 47; of freshmen, 47; of transfer students, 47-48; of former students, 48; of foreign students, 48; of unclassified students, 48-49; of graduate students, 49-50; at residence centers, 50
- Adult Education: types of courses offered in, 38-39; course fees, 54
- Advisement, academic, 50, 51
- Agricultural Industries, Department of: programs offered in, 19; suggested elective courses in, 69
- Agriculture, School of: establishment of, 4; functions of, 18; instructional programs offered by, 18, 19-20; facilities of, 18-19; listing of majors and pre-professional programs offered by, 43
- Air Force Reserve Officers Training Corps. *See* Air Science, Division of
- Air Science, Division of: purposes of, 33, 118; requirement in, for bachelor's degree, 34, 66, 118-119; organization of, 34, 118; Basic Course in, 34, 118, 119; Advanced Course in, 34, 118, 119-121; payments made to cadets in, 34, 119, 120-121; deferment from military service for cadets in, 34, 121; equipment furnished by, 34, 121-122; extracurricular activities in, 35; required courses in, 66; listing of faculty of, 117-118; credit for courses in, 121; awards of, 122-123; descriptions of courses in, 123
- Alton Residence Center: location of, 4; establishment of, 5; administrative officers of, 39; types of instruction offered at, 40, 45. *See also* Residence centers
- Alumni Office, 113
- Animal Industries, Department of: programs offered in, 19-20; suggested elective courses in, 69
- Anthropology, Department of: suggested elective courses in, 69
- Applied Science, Department of: programs offered in, 27, 43, 125; listing of faculty of, 125; listing of required courses constituting a major in, 126; descriptions of courses in, 126-129
- Applied Science, School of: establishment of, 4-5. *See also* Applied Science, Department of; Industrial Education, Department of
- Area Services Office: functions of, 111; radio programs produced by, 112; divisions of, 112-115
- Art, Department of: programs offered by, 24; exhibitions presented by, 24, 88; course in, meeting requirement for bachelor's degree, 63; suggested elective courses in, 69-70
- Assistantships, graduate, 14
- Association of Women Students, 103
- Astronomy. *See* Physics and Astronomy, Department of
- Audio-Visual Services, 83, 84, 85
- Auxiliary and Service Enterprises, 6, 7, 9
- Awards, student, 92-93
- Bachelor's degree, requirements for: regarding credit and grades, 61; in social studies, 61-62; in humanities, 63; in biological sciences, 63-64; in mathematics and physical sciences, 64-65; in practical arts and crafts, 65; in physical education, 65-66; in air science, 66; for students intending to take degree elsewhere, 66-67; for students desiring second degree, 67; substitutions for, 67, 68
- Belleville Residence Center: location of, 4; establishment of, 5; director of, 40; types of instruction offered at, 40, 45. *See also* Residence centers
- Biological sciences: requirements in, for bachelor's degree, 63-64
- Botany, Department of: courses in, meeting requirement for bachelor's degree, 64; suggested elective course in, 70
- Buildings, University: listing of, 3
- Business, School of: establishment of, 4; high school preparation for, 21; purpose of, 21; requirements for graduation from, 21; departments in, 21-22; majors offered by, 43
- Business Offices, 6, 7, 8-9
- Campuses, University, 3-4
- Campus Journalism Council: function of, 7; members of, 11
- Certificates awarded: June, 1956, 148; June, 1957, 151; August, 1957, 152; June, 1958, 154; August, 1958, 156

- Chemistry, Department of: courses in, meeting requirement for bachelor's degree, 64; suggested elective course in, 70
- Child Guidance Clinic, 108, 109
- Classification of students, 55-56
- Class periods: when scheduled, 6
- Clothing and Textiles, Department of: suggested elective courses in, 70
- Communications, School of: establishment of, 4; functions of, 22; departments in, 22-23; majors offered by, 43
- Community Concert Association, 87
- Community Development Institute, 29-30
- Community Services, 112-113
- Concerts and recitals, 87
- Co-operative Clinical Services: co-ordination of, 107-108; Health Service, 108; Psychological Clinic, 108; Reading Center, 108; Rehabilitation Institute, 108; marriage counseling, 108; Child Guidance Clinic, 108, 109; Department of Special Education, 109; Speech and Hearing Clinic, 109; Student Counseling and Testing Center, 109
- Correspondence courses: credit for, toward bachelor's degree, 67-68; final examinations for, 107
- Council on Intercollegiate Athletics: function of, 7; members of, 11
- Counseling, student: provided by Student Counseling and Testing Service, 105; pre-college, 105; vocational information, 105-106; veterans' and military service information, 106; study skills, 106; marriage, 106
- Course numbering system, 56
- Credit: for extension work, 35-36, 67; unit of, 56; for correspondence work, 67-68; for military experience, 68
- Degrees awarded: June, 1956, 148; August, 1956, 149; June, 1957, 150; August, 1957, 152; June, 1958, 153-154; August, 1958, 155-156
- Degrees offered by the University: history of, 4; graduate, 13-14; listing of, 61
- Departmental clubs, 103
- Design, Department of: programs offered by, 24-25
- East St. Louis Residence Center: location of, 4; establishment of, 5; administrative officers of, 39; types of instruction offered at, 40, 45. *See also* Residence Centers
- Economics, Department of: purpose of program in, 21; course in, meeting requirement for bachelor's degree, 62; suggested elective courses in, 70-71
- Education, College of: establishment of, 4; functions of, 16; career preparation offered by, 16-17; degrees granted by, 17; departments in, 17-18; majors offered by, 42
- Educational Administration and Supervision, Department of: function of, 17; suggested elective course in, 71
- Educational Service Council: function of, 7; members of, 10
- Elective courses, listing of suggested: in accounting, 69; in agricultural industries, 69; in animal industries, 69; in anthropology, 69; in art, 69-70; in astronomy, 70; in botany, 70; in chemistry, 70; in clothing and textiles, 70; in economics, 70-71; in educational administration and supervision, 71; in English, 71; in food and nutrition, 71; in foreign languages, 71-72; in forestry, 72; in geography, 72; in geology, 72-73; in government, 73; in health education, 73; in history, 73; in home and family, 73; in home economics education, 74; in humanities, 74; in industrial education, 74; in journalism, 74; in management, 74; in marketing, 74; in microbiology, 74-75; in music, 75; in nursing, 75; in philosophy, 75-76; in physical education for women, 76; in physics, 76; in physiology, 76; in plant industries, 76-77; in printing and photography, 77; in psychology, 77; in radio-television, 77; in recreation and outdoor education, 77; in sciences, 78; in secretarial and business education, 78; in social studies, 78; in special education, 78; in speech, 78; in speech correction, 79; in theater, 79; in zoology, 79
- Elementary Education, Department of: function of, 17
- Employment, student, 89-90
- English, Department of: courses in, meeting requirement for bachelor's degree, 63; suggested elective courses in, 71
- Enrollment, University: 1955-56, 145; 1956-57, 146; 1957-58, 147
- Evening classes: when scheduled, 6
- Exhibitions, art: presented by Department of Art, 88
- Expenses, student: estimated yearly, 54-55
- Extension, Division of University: purpose of, 35; activities of, 35-36
- Extension courses: scheduling of, 35; credit for, toward bachelor's degree, 35-36, 67; fees for, 54

- Faculty Council: function of, 7; members of, 9-10
- Fees: for one quarter, 52-53; special, 53; exemptions from and reductions in, 53; adult education, 54; extension, 54; payment of, 54; refunding of, 54
- Fellowships, graduate, 14
- Financial assistance to students: graduate fellowships, assistantships, and scholarships, 14; program of, 91; scholarships, 91-92; awards, 92-93; prizes, 93-94; grants-in-aid, 94; application for, 95; private agency awards, 95; student loan funds, 95-96; state teacher education scholarships, 96-97; state scholarships, 97; federal assistance to veterans, 97-98; benefits under Public Law 634, 98; vocational rehabilitation, 98; Illinois military scholarships, 98-99; from Governor's Committee for Veterans' Rehabilitation and Employment, 99
- Fine Arts, School of: establishment of, 4; functions of, 24; events, exhibitions, and music programs sponsored by, 24; departments of, 24-25; majors offered by, 43
- Fine Arts Festival, 24, 87
- Food and Nutrition, Department of: suggested elective courses in, 71
- Foreign Languages, Department of: suggested elective courses in, 71-72
- Forestry, Department of: program in, 20; suggested elective course in, 72
- Fraternities, professional, 103
- Fraternities, social, 102, 103
- Freshman Convocations, 55, 86-87
- General Educational Development Tests: admission by, 47; credit not allowed for, 68; administration of, 106
- Geography, Department of: course in, meeting requirement for bachelor's degree, 62; suggested elective courses in, 72
- Geology, Department of: suggested elective courses in, 72-73
- Government, Department of: course in, meeting requirement for bachelor's degree, 62; suggested elective courses in, 73
- Governor's Committee for Veterans' Rehabilitation and Employment, 99
- Grading system, 57-58
- Graduate Council: function of, 7; members of, 10
- Graduate School: history of, 4; purpose of, 13; areas and departments in, 13; degrees and Specialist's Certificate awarded by, 13-14; fellowships, assistantships, and scholarships in, 14; admission to, 14, 49-50; majors offered by, 41
- Grants-in-aid to students, 94
- Guidance, Department of: function of, 11
- Health Education, Department of: function of, 17; course in, meeting requirement for bachelor's degree, 63; suggested elective courses in, 73
- Health Service, University, 88-89, 108
- History, Department of: courses in, meeting requirement for bachelor's degree, 62; suggested elective course in, 73
- Home and Family, Department of: suggested elective courses in, 73
- Home Economics, School of: establishment of, 4; objectives of, 25-26; curricula in, 26-27; majors offered by, 43
- Home Economics Education, Department of: suggested elective course in, 74
- Honorary societies, 103
- Honors courses, 59-60
- Honors Day Convocation, 58-59
- Housing: University, 100-101; women's, 100; men's, 101; family, 101; cost of, in University residence halls, 101; off-campus, 101-102
- Humanities: requirements in, for bachelor's degree, 63
- Humanities, Department of: suggested elective course in, 74
- Illinois military scholarships, 98-99
- Industrial Education, Department of: purpose of, 27-28; curricula in, 28, 132-133; majors offered by, 44; suggested elective course in, 74; listing of faculty of, 131; degree programs in, 131-132; descriptions of courses in, 133-137
- Information Service, 113-114
- Institutes: listing of, 44
- Instructional Materials, Department of: function of, 17
- Journalism, Department of: training offered by, 22; suggested elective courses in, 74
- Labor Institute, 31
- Latin American Institute: purposes of, 31-32; course requirements of, 32-33
- Leadership training for students, 105
- Lectures: presented on campus, 87
- Liberal Arts and Sciences, College of: establishment of, 4; functions and purposes of, 14-15; high school preparation for, 15; departments of, 15; purpose of social studies in, 15; purpose of science studies in, 15-16; purpose of humanities studies in, 16; pre-professional programs offered by, 16, 42; majors offered by, 42

- Libraries, University: listing of staff of, 81-82; divisions of, 82-83; general resources of, 83; special facilities of, 83; Audio-Visual Services of, 83, 84, 85; special collections of, 83-84; Textbook Service of, 84; archives of, 84; bibliographical facilities of, 85; regional library center in, 85
- Little Grassy Lake: summer camp at, 3, 18
- Loan funds, student, 95-96
- Majors, listing of available: in Graduate School, 41; in College of Education, 42; in College of Liberal Arts and Sciences, 42; in School of Agriculture, 43; in School of Business, 43; in School of Communications, 43; in School of Fine Arts, 43; in School of Home Economics, 43; in Department of Applied Science, 43; in Department of Industrial Education, 44; in Department of Nursing, 44
- Management, Department of: programs in, 21-22; suggested elective courses in, 74
- Marketing, Department of: function of, 22; suggested elective course in, 74
- Marriage counseling, 106, 108
- Mathematics, Department of: courses in, meeting requirement for bachelor's degree, 64
- Mathematics and physical sciences: requirements in, for bachelor's degree, 64
- Microbiology, Department of: suggested elective course in, 74-75
- Military service: deferment from, for ROTC cadets, 34, 121; academic load of students deferred from, 57; University credit for, 68; information available about, 106. *See also* Veterans
- Motor vehicles: on University campuses, 55
- Museum, University, 85-86
- Music, Department of: curricula offered by, 25; course in, meeting requirement for bachelor's degree, 63; suggested elective courses in, 75; music programs sponsored by, 87
- New Student Week, 51
- Nursing, Department of: purposes of, 29, 139; high school preparation for, 29, 140; basic professional curriculum in, 29, 139, 140; supplemental program for registered nurses in, 29, 140, 141-142; major offered by, 44; suggested elective courses in, 75; listing of faculty of, 139; descriptions of courses in, 142-143
- Personnel Office, 6, 7, 9
- Philosophy, Department of: suggested elective courses in, 75-76
- Photographic Service, 114
- Physical education: requirements in, for bachelor's degree, 65; waiving of requirements in, 67
- Physical Education for Men, Department of: function of, 17; courses in, meeting requirement for bachelor's degree, 65
- Physical Education for Women, Department of: function of, 18; courses in, meeting requirement for bachelor's degree, 66; suggested elective courses in, 76
- Physical Plant Office, 111
- Physical sciences, mathematics and: requirements in, for bachelor's degree, 65
- Physics and Astronomy, Department of: courses in, meeting requirement for bachelor's degree, 65; suggested elective course in, 70
- Physiology, Department of: suggested elective courses in, 76
- Placement Service, 114-115
- Plant Industries, Department of: programs offered in, 20; suggested elective courses in, 76-77
- Practical arts and crafts: requirements in, for bachelor's degree, 65
- Pre-professional programs, listing of: in College of Liberal Arts and Sciences, 42; in School of Agriculture, 43
- President, Office of the, 6, 7-8
- Presidents of the University: listing of, 5
- Printing and Photography, Department of: training offered by, 23; suggested elective course in, 77
- Printing Service, 110
- Private agency awards available to students, 95
- Prizes available to students, 93-94
- Probation, scholastic: academic load for students on, 57; rules governing, 60-61
- Program changes: procedure for, 52
- Psychological Clinic, 108
- Psychology, Department of: suggested elective course in, 77
- Radio programs, University, 23, 112
- Radio-Television, Department of: training offered by, 23; suggested elective courses in, 77
- Reading Center, 108
- Recreation and Outdoor Education, Department of: function of, 18; suggested elective course in, 77
- Registrar, 6, 8
- Registration: advance, 51; at residence centers, 51-52
- Regulations, University: changing of, 5
- Rehabilitation Institute, 33, 108

- Religious organizations, student, 104
- Residence centers: location of, 4; establishment of, 5; administrative officers of, 39-40; programs offered by, 40, 45; admission to, 50; advisement and registration at, 51-52
- Scholarships: in Graduate School, 14; at the University, 91-92; teacher education, 96-97; state, 97; military, 98-99. *See also* Financial assistance to students
- Sciences, Department of: suggested elective course in, 78
- Secondary and Higher Education, Department of: function of, 18
- Secretarial and Business Education, Department of: training offered by, 22; suggested elective courses in, 78
- Secretary of the University Faculty, 7, 8
- Service organizations, student, 104
- Sixth-Year Program, 13, 50
- Small Business Institute, 30-31
- Social studies: requirements in, for bachelor's degree, 61-62
- Social Studies, Department of: suggested elective course in, 78
- Sociology, Department of: course in, meeting requirement for bachelor's degree, 62; marriage counseling service of, 106, 108
- Sororities, 102, 103
- Southern Players, 87-88
- Southwestern Illinois Residence Office: location of, 3-4, 40; function of, 4, 40-41; administrative officers of, 39
- Special Education, Department of: function of, 18; suggested elective course in, 78; assistance to mentally retarded and specially handicapped, 109
- Speech, Department of: training offered by, 23; suggested elective courses in, 78
- Speech and Hearing Clinic, 109
- Speech Correction, Department of: training offered by, 23; suggested elective courses in, 79
- State scholarships, 97
- State teacher education scholarships, 96-97
- Statistical Service, University, 109
- Stenographic Service, 90
- Student activities: student governing groups, 102-103; departmental, honorary, and professional organizations, 103; social fraternities and sororities, 103; special interest groups, 104; religious organizations, 104; service organizations, 104; special events, 104; leadership training, 105
- Student Activities Office, 102-105
- Student Affairs, Office of, 90-91. *See also* Student Special Services; Student Activities Office; Student Counseling and Testing Service
- Student Council: function of, 7, 102; members of, 10
- Student Counseling and Testing Service, 105-107, 109
- Student governing groups: Student Council, 102; Social Senate, 102-103; Student Union Board, 103; Association of Women Students, 103; living group councils, 103
- Student Special Services: student financial assistance, 91-99; housing, 99-102
- Student Work Program, 89-90
- Summer session: types of courses offered in, 5-6; scheduling of class periods in, 6
- Teaching certificates, 67
- Teacher Training Division, 18
- Technical and Adult Education, Division of: location of, 3; establishment of, 5; function of, 36. *See also* Vocational-Technical Institute; Adult Education
- Testing services: test administration, 106; state and national testing programs, 106-107; correspondence course final examinations, 107; test scoring and research, 107
- Textbook Service, 84
- Theater, Department of: training offered by, 23; touring theater of, 36; suggested elective courses in, 79; dramatics organization sponsored by, 87-88
- Touring theater, 36
- Transcripts of student records, 54
- University: history of, 4-5
- University Architect, Office of the, 110-111
- University Budgetary Council: function of, 7; members of, 11
- University Council: function of, 7; members of, 11
- University Council on Campus Development: function of, 7; members of, 11
- University Instructional Aids Council: function of, 7; members of, 10-11
- University Press, 110
- University School, 18
- Veterans: academic load required for subsistence payments to, 57; credit for military experience of, 68; federal assistance to, 97-98; Illinois military scholarships for, 98-99; rehabilitation assistance available to, 99; information for, 106

Vice-President for Business Affairs, 6, 6-7, 8

Vice-President for Instruction, 6, 8

Vocational rehabilitation for students: available from State Board for Vocational Education, 98; available from Governor's Committee for Veterans' Rehabilitation and Employment, 99; available from Rehabilitation Institute, 108

Vocational-Technical Institute: purpose of, 36; Associate in Technology programs

in, 36-37; Associate in Business programs in, 37-38; one-year certificate programs in, 38; listing of programs in, 44

Withdrawal from the University: procedure for, 52; refunding of funds in, 54

Zoology, Department of: course in, meeting requirement for bachelor's degree, 64; suggested elective courses in, 79





# *Southern Illinois University Foundation*

The Southern Illinois University Foundation is a nonprofit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills and suitable forms for gifts and memorials, including bequests by means of life insurance. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

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*henn Illinois University Bulletin*



1959

*Summer Session*

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June 22 - August 14

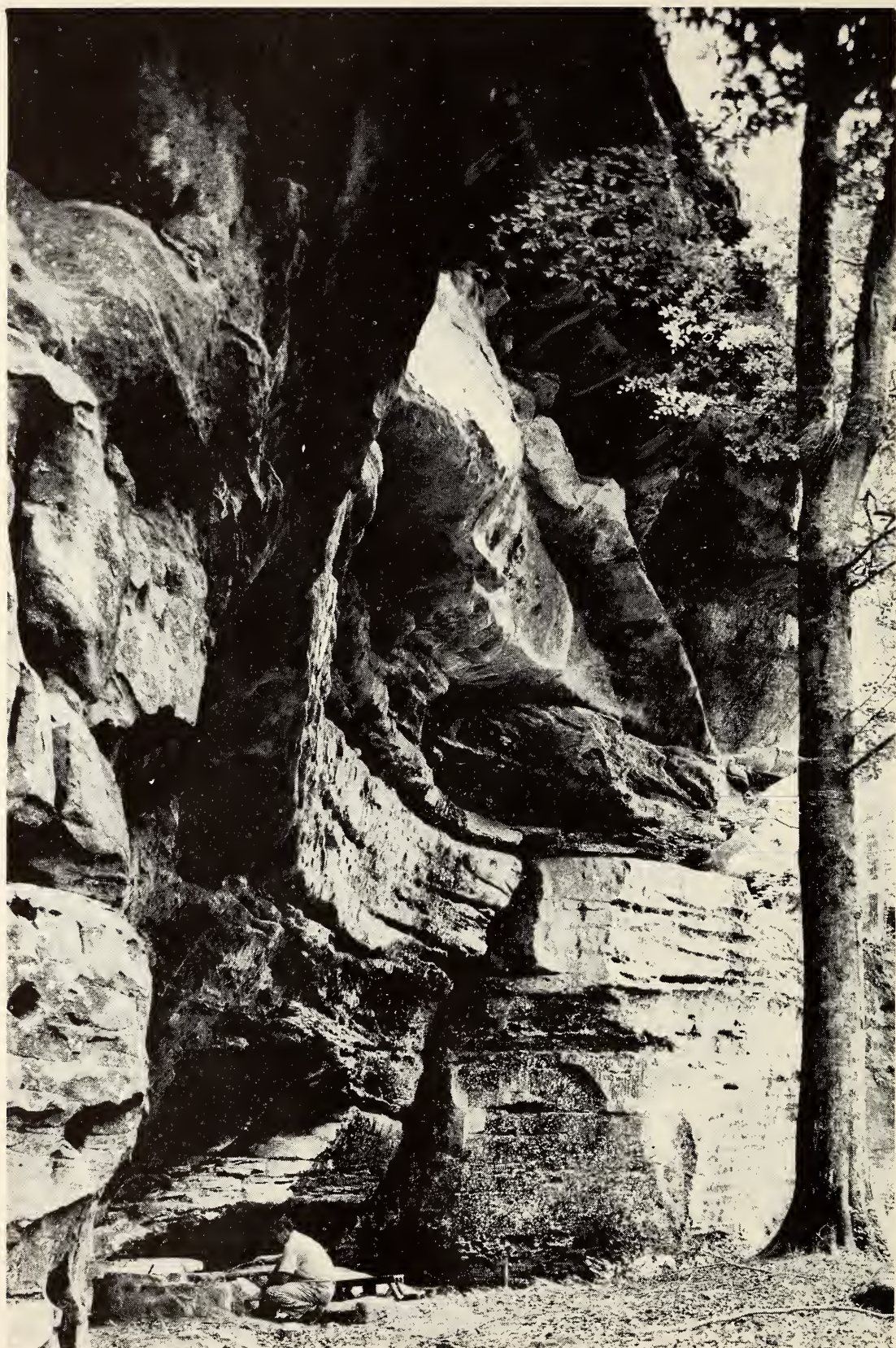


# Summer Session

*June 22-August 14*



SOUTHERN ILLINOIS UNIVERSITY BULLETIN  
New Series Volume 1    Number 2    April 10, 1959  
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# Objectives of Southern Illinois University

## TO EXALT BEAUTY

IN GOD,  
IN NATURE,  
AND IN ART;  
TEACHING HOW TO LOVE THE BEST  
BUT TO KEEP THE HUMAN TOUCH;

## TO ADVANCE LEARNING

IN ALL LINES OF TRUTH  
WHEREVER THEY MAY LEAD,  
SHOWING HOW TO THINK  
RATHER THAN WHAT TO THINK,  
ASSISTING THE POWERS  
OF THE MIND  
IN THEIR SELF-DEVELOPMENT;

## TO FORWARD IDEAS AND IDEALS

IN OUR DEMOCRACY,  
INSPIRING RESPECT FOR OTHERS  
AS FOR OURSELVES,  
EVER PROMOTING FREEDOM  
WITH RESPONSIBILITY;

## TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD  
TO UNDERSTANDING  
AND UNDERSTANDING  
TO WISDOM.



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# Table of Contents

1	GENERAL INFORMATION .....	1
	Location and History .....	1
	Housing .....	4
	Student Employment .....	4
	Student Recreation and Entertainment .....	5
2	ACADEMIC RULES AND REGULATIONS .....	9
	Admission Requirements .....	9
	Registration Procedure .....	14
	Fees .....	16
	Academic Load, Course Numbers, and Credits .....	17
	Grading System .....	17
	Course Changes and Withdrawals .....	19
	Summer Session Attendance .....	19
	Requirements for the Bachelor's Degree .....	19
3	UNITS OF INSTRUCTION .....	23
	College of Education .....	23
	College of Liberal Arts and Sciences .....	24
	School of Agriculture .....	26
	School of Business .....	27
	School of Communications .....	27
	School of Fine Arts .....	29
	School of Home Economics .....	30
	Department of Applied Science .....	32
	Department of Industrial Education .....	32
	Department of Nursing .....	33
	Division of Technical and Adult Education .....	34
	Division of University Extension .....	34
	Institutes .....	34
	The Graduate School .....	35
	Residence Centers .....	38

4 FIELD COURSE .....	39
South American Seminar .....	39
5 SHORT COURSES .....	41
Clothing and Textiles .....	41
Food and Nutrition .....	41
Home and Family .....	42
6 WORKSHOPS .....	43
Art .....	43
Biology .....	43
Economics .....	44
Elementary Education .....	45
English .....	46
Foreign Languages .....	47
Guidance .....	47
Health Education .....	49
Instructional Materials .....	49
Music .....	49
Physical Education for Women .....	51
Plant Industries .....	51
Recreation and Outdoor Education .....	51
Secondary Education .....	52
Theatre .....	52
7 PREVIEW COURSES FOR HIGH SCHOOL STUDENTS .....	55
8 SCHEDULE OF CLASSES .....	59

# *University Calendar, 1959-1960*

## SUMMER SESSION

Session Begins	Monday, June 22
Independence Day Holiday	Friday, July 3
Final Examinations	Wednesday–Thursday, August 12–13
Commencement	Friday, August 14

## FALL QUARTER

New Student Week	Friday–Tuesday, September 18–22
Quarter Begins	Wednesday, September 23
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 25–30
Final Examinations	Monday–Saturday, December 14–19

## WINTER QUARTER

Quarter Begins	Monday, January 4
Final Examinations	Monday–Saturday, March 14–19

## SPRING QUARTER

Quarter Begins	Monday, March 28
Memorial Day Holiday	Monday, May 30
Final Examinations	Wednesday–Tuesday, June 8–14
Commencement	Wednesday, June 15

Summer Session classes will begin Tuesday, June 23. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.

# *University Calendar, 1960-1961*

## SUMMER SESSION\*

Session Begins	Monday, June 20
Independence Day Holiday	Monday, July 4
Final Examinations	Wednesday–Thursday, August 10–11
Commencement	Friday, August 12

## SUMMER QUARTER\*

Quarter Begins	Monday, June 20
Independence Day Holiday	Monday, July 4
Quarter Ends	Friday, September 2

## FALL QUARTER

New Student Week	Friday–Tuesday, September 16–20
Quarter Begins	Wednesday, September 21
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 23–28
Final Examinations	Monday–Saturday, December 12–17

## WINTER QUARTER

Quarter Begins	Tuesday, January 3
Final Examinations	Monday–Saturday, March 13–18

## SPRING QUARTER

Quarter Begins	Monday, March 27
Memorial Day Holiday	Tuesday, May 30
Final Examinations	Wednesday–Tuesday, June 7–13
Commencement	Wednesday, June 14

Summer classes will begin on Tuesday, June 21. During the fall, winter, and spring quarters, day classes will begin on the second day of the quarter. Evening classes (5:45 p.m. or later) will begin on the first day of the quarter.

\* Provision has been made for either an eight-week summer session or a regular summer quarter. The one to be followed will not be known until after the Illinois General Assembly acts on the University's budget during the 1959 legislative session.



# 1 General Information

## LOCATION AND HISTORY

The main campus of Southern Illinois University is located in Carbondale, a community of fifteen thousand which is one hundred miles southeast of St. Louis. Here is a crossroads transportation center where two important highways, U.S. 51 and State Route 13, intersect; where the Illinois Central Railroad has a division point with the St. Louis branch joining the mainline; where north-south and east-west bus connections are good; and where adequate airport facilities are available. Murdale Airport, adjacent to the west city limits, provides air-taxi connections with airlines and also facilities for flight instruction. The Williamson County Airport near Herrin, fifteen miles east, is a stopping point for Ozark Airlines.

The University campus, located at the southern edge of Carbondale, is at present undergoing extensive expansion. It now comprises more than seventeen hundred acres, and more tracts of land are to be added. Twenty-one permanent buildings form the nucleus of the University's physical plant. Other permanent buildings are under construction.

Until additional space is available, the University is making use of several dozen small temporary buildings. Some of these are converted residences; others were built originally as army barracks and have been transported to the campus for badly needed office, classroom, dormitory, and storage space. They will be given up as space becomes available in more permanent buildings.



*An aerial view showing some of Southern's new campus.*

In addition to the campus in Carbondale, the University operates Southern Acres, where the Division of Technical and Adult Education is located, and Residence Centers at Alton, Belleville, and East St. Louis. The University also maintains some two hundred acres at the Little Grassy Lake Recreation Area.

Southern was chartered as Southern Illinois Normal University in 1869. Its first classes met July 2, 1874. It remained a normal school and a teachers' college until July 1, 1943, when the General Assembly granted it the powers of a university. The name was changed to Southern Illinois University by legislative action in 1947. On July 1, 1949, the "Diamond Jubilee" anniversary of the opening of the school, the University entered into a new period of development under a separate governing board of trustees, appointed for two years. The first permanent board was appointed August 30, 1951.

*The lounge-corridor area  
in one of the Thompson  
Point Residence Halls.*



*The cafeteria located in  
the Thompson Point Serv-  
ice Building.*

## HOUSING

### SINGLE STUDENTS

The residence halls at Thompson Point will be open for men and women for the summer session. The cost will be \$148.00, which will pay for twenty meals per week. Non-residents may contract for board only at a cost of \$106.00 for the session. The student government also collects \$2.00 dues for social events. If sufficient demand exists for conferences and other events, Woody Hall may be opened for room only at a cost of \$48.00 for the session. This will be announced later.

For students enrolled in the Vocational Technical Institute, the Southern Acres Residence Halls are available for men at a cost of \$124.00, which will also pay for 15 meals per week. The Women's Co-operative Apartments are available for women at a cost of \$34.00 for the summer session.

Applications will be accepted any time at the Housing Center in the Office of Student Affairs. Signed contracts will be required for the period. All prices quoted are subject to change prior to issuance of contracts.

Additional housing will be available in private homes and organized houses off-campus. For further information write or call the Housing Center.

### MARRIED STUDENTS

University apartments, ranging from \$36.50 to \$46.00 per month, are available in the Chautauqua Housing Area and on the Southern Acres campus ten miles east of Carbondale on Route 13. Please make further inquiry at the Housing Center in the Office of Student Affairs.

Satisfactory accommodations can also be found in Carbondale and vicinity. Listings for these accommodations are available at the Housing Center.

## STUDENT EMPLOYMENT

The University assists students in obtaining part-time employment during the summer. Employment opportunities exist in on-campus work and temporary or part-time jobs in the community and area. Inquiries relative to student employment should be addressed to the Student Work Office.



*Through the Student Work Office students are employed in a variety of jobs. These students are working on the University switchboard.*

## STUDENT RECREATION AND ENTERTAINMENT

The University gives attention to the students' recreational and entertainment needs during the summer session. Carbondale is situated in a natural recreation area affording many summertime recreational opportunities. Giant City, a state park, is a popular picnic resort ten miles to the south of Carbondale. Excellent swimming, boating, fishing, and picnic facilities are available at Crab Orchard Lake, Little Grassy Lake, and Lake Murphysboro. All of these lakes are within a ten-mile radius of Carbondale.

During the summer session, group trips are planned to attend the Municipal Opera in St. Louis and to visit various historical sites in Southern Illinois.

Swimming and intramural recreational programs are sponsored by the Physical Education departments. Outdoor square-dancing programs are available. Weekly free movies, this year to be on Wednesday nights, are provided by the Audio-Visual Aids Service.



*Crab Orchard Lake furnishes recreational activities for both single and married students.*





*The air-conditioned Playhouse will be a favorite entertainment spot this summer as the Little Theatre Group present four plays and an operetta.*

The Speech Department will offer a Little Theatre production. All of these programs are designed to provide suitable outlets for the students' recreational entertainment needs.

Educational opportunities other than those provided through coursework are also available. Special educational conferences permit students to participate in open sessions. Informal social hours are planned where students and faculty may become better acquainted. Constantly changing exhibitions are provided by the Art Department in its gallery in the Allyn Building and by the Museum in Altgeld Hall.

The Department of Theatre which has for the past four years conducted a summer stock company off the campus, in the Shepherd of the Hills Theatre, Branson, Missouri, and New Salem State Park near Springfield, will bring their company to the campus this summer.

In the newly air-conditioned Playhouse the company will present four plays and, in co-operation with the music department, an operetta in Shryock Auditorium. The plays and the operetta will be chosen from recent outstanding Broadway dramatic hits and musicals.



*Watermelon feasts are popular on campus during the summer.*

## 2 Academic Rules and Regulations

### ADMISSION REQUIREMENTS

#### GENERAL ADMISSION INFORMATION FOR UNDERGRADUATES

Admission at Southern Illinois University constitutes admission to a particular college or instructional division as well as admission to the University, except in the case of a student who is admitted as an unclassified student. A student may also indicate the particular major field in which he is interested. Should he be undecided, he should enroll in the College of Liberal Arts and Sciences.

Students may be admitted at the beginning of each session of the University. Application for admission should be initiated with the Office of Admissions and should be done sufficiently far in advance of the desired entrance date to permit all necessary processing work to be completed. A general admission requirement is the filing of a transcript of record covering all previous high school and college work. Such transcripts should be mailed to the Office of Admissions.

Any student, though already matriculated at Southern, who undertakes work in another institution, whether in the regular session, summer session, or extension, and who plans to continue study at Southern is required to file a record of such work with the Office of Admissions at Southern. He must keep his academic record complete. These transcripts become a part of his permanent record and are not returned to the student.

Admission requirements do not apply for entrance into noncredit

Adult Education courses offered by the Division of Technical and Adult Education.

#### ADMISSION OF FRESHMAN STUDENTS

To be eligible for admission, a person, whether a resident or nonresident of Illinois, must be a graduate of a recognized high school or twenty-one years of age. Graduates of nonrecognized high schools may be admitted by the Director of Admissions by examination. Persons twenty-one years of age who are not high school graduates are required to pass the General Educational Development tests within the first period of attendance at this University.

A high school graduate who did not rank in the upper three-fourths of his high school graduating class will be admitted to the University on probation. Such a student will be placed under the special supervision of the dean of the college or the director of the division in which he is enrolled and will be subject to this University's scholarship rules.

Veterans, both resident and nonresident of Illinois, who are not graduates of recognized high schools nor twenty-one years of age may qualify for admission by passing the GED test.

All new students at Southern Illinois University must take the American Council on Education Psychological Examination, a diagnostic reading test, an English placement test, and a mathematics placement test. These are given during New Student Week and also once each quarter in the school year. A student will not be considered as having completed his admission requirements until these tests have been completed. Information concerning the testing program may be obtained from the Office of Student Affairs.

#### ADMISSION OF TRANSFER STUDENTS

To be considered for admission to advanced standing, a student who has attended other colleges or universities must present a full record of his previous academic work. This record includes evidence of graduation from high school and transcripts and evidence of good standing from every college and university attended.

Admission by transfer does not necessarily mean that all credits presented for transfer will be accepted. Transferable credits are determined through evaluation at the time of presentation. In all cases, at least three-fourths of transferable credits from each institution must be "C" quality or above.

All transfer students are subject to the University's scholarship rules. A case involving admission on probation will be referred to the dean of the instructional unit in which the student desires to enroll before final admission is granted.

A transfer student dropped for poor scholarship from the last institution attended who would also have been dropped under Southern's scholarship rules is not eligible for admission to Southern until at least one quarter has elapsed from the date of suspension. A transfer student dropped for any reason other than academic failure must be cleared by the Office of Student Affairs before admission will be granted.

All transfer students must take the Guidance Test battery or submit to the Testing Service the results of such tests taken at other institutions.

#### ADMISSION OF FOREIGN STUDENTS

The foreign student must submit, in addition to the regular admission papers, a questionnaire for foreign students indicating the years of attendance of all previous schooling. An English proficiency examination, which can be taken at the American Consulate Office or a similar agency operated by the American Government, must be submitted before the applicant can be considered for admission.

The foreign student should give evidence of having adequate financial support before his arrival on campus. The University does not assume responsibility for a student who arrives with inadequate resources.

#### ADMISSION OF FORMER STUDENTS OF SOUTHERN

Former students of Southern not in attendance on the campus at the close of the quarter preceding application for readmission must apply to the Admissions Office for re-entrance clearance prior to registration. Students who attended the 1958 summer session and were in good standing at the close of the session need not apply for re-entrance clearance prior to registration.

A former student who is not in good standing must clear his status before the Admissions Office will prepare his registration permit. It is advisable for such a student to initiate re-entrance clearance early so that all inquiries may be answered and so that the applicant can find time to complete any requirements that may be imposed upon him.



*Students enjoy the refreshing walk through Thompson's woods between classes.*

## ADMISSION OF UNCLASSIFIED STUDENTS

Mature persons who wish to register for particular courses offered in many of the departments of the University without undertaking all of the regular plans of study and without becoming candidates for degrees may be admitted as unclassified students. Such students must present satisfactory evidence that they are prepared to take advantageously the work required.

Application for admission as an unclassified student should be made at the Office of Admissions. All such students must sign a statement indicating that they are not degree students and that credit received cannot be applied toward a degree at this University while they are enrolled as unclassified students.

Persons desiring to register for only one or two courses may do so in the Office of Admissions. Persons desiring to take more than this are referred to the regular academic adviser for unclassified students. Persons who have already received a bachelor's degree and wish to register as an unclassified student are referred to the Graduate School Office for registration.

## ADMISSION OF GRADUATE STUDENTS

Qualified students may apply for admission to the Graduate School any time during the calendar year. Application forms may be obtained from the Admissions Office. Official admission to the Graduate School will not be granted until complete transcripts of all previous college work are on file in the Admissions Office. *Transcripts must reach the Admissions Office at least one month prior to the time the applicant expects to enter Southern.*

A student who wishes to enter the Graduate School immediately after graduation may submit during the final quarter or semester of undergraduate work a transcript showing the courses he is taking, together with a statement from his Registrar that graduation will follow successful completion of his current enrollment.

An undergraduate student who is within one term's work (sixteen quarter-hours) of meeting requirements for the bachelor's degree may take courses for graduate credit by applying for admission to the Graduate School and obtaining approval for the proposed major from the departmental chairman. Undergraduates who take such courses for graduate credit must also obtain the approval of the Dean of the Graduate School at the time of registration.

A student who holds the bachelor's degree and who does not wish to become a candidate for a higher degree or for another bachelor's degree but who wishes to take work in the University should apply for admission as an unclassified graduate student.

*Admission to the First Year of Graduate Study*

Admission to the Graduate School does not constitute admission to a particular major or to candidacy for a degree.

Unconditional admission to the Graduate School is granted to graduates of fully accredited colleges and universities whose undergraduate averages are 3.2 or above on a 5-point grading scale or the equivalent. Grades for previous graduate work must be "B" or above.

Graduates of institutions of limited accreditation who have a 3.2 average or above may be granted conditional admission, depending upon the merits of the institution concerned.

*Admission to Advanced Study*

Admission to the Graduate School does not constitute admission to a particular major or to candidacy for a degree.

Admission to the sixth-year Specialist's Certificate program is based on an applicant's previous academic record, his educational experience, and his proposed goal.

Unconditional admission to advanced graduate work will be granted to students who hold an approved master's degree and whose average in graduate work is 4.5 or above on a 5-point grading scale or the equivalent.

Conditional admission to advanced graduate work will be granted to students who hold an approved master's degree and whose average in graduate work is between 4.25 and 4.5 on a 5-point grading scale or the equivalent.

## REGISTRATION PROCEDURE

This University uses a central advisement and advance registration system. The advance registration period for the 1959 summer session will be from April 13 through June 5 and on June 18 and 19. Summer session students should make every effort to consult their academic advisers and register during the advance registration period. Otherwise, they might not be able to secure needed, or desired, courses. Academic advisers will be available by appointment from April 13 through June 5. The sectioning center

will be open from 8:30 A.M. to 4:30 P.M., Monday through Friday, during the advance registration period. It will also process registrations during Saturday mornings for the students not on campus during the spring quarter.

In addition to the April 13-June 5 period, advisement will be open on June 18 and 19 but only for students who were not on campus during spring quarter.

So that a student may know how to initiate his summer registration, he should study the following information carefully.

If he is a *new undergraduate student*, he must contact the Office of Admissions to be admitted. He must secure re-entry clearance at the Office of Admissions if he has taken work at this University but did not do so during the 1958 summer session or the 1959 spring quarter. He must initiate re-admission clearance if he has taken work at this University but was dropped at the end of his last attendance period.

If he is a *new graduate student*, he must first contact the Office of Admissions. If he has taken graduate work at this University but did not do so during the 1958 summer session or the 1959 spring quarter, he must contact the Office of Admissions to secure re-entry clearance.

Students who were in attendance during the 1958 summer session or the 1959 spring quarter should report to the Advisement Center.

#### CENTRAL REGISTRATION—JUNE 22

The sectioning center is open from 8:00 A.M. to 3:30 P.M.

#### LATE REGISTRATION—JUNE 23 TO 27

Students may register until June 27 but will be assessed late fees.

Students desiring to register after June 27 may do so only with permission of the dean or director of their academic unit.

Students registering only for a workshop or special course that begins on a date later than June 23 may do so on the first meeting date of the class without late fee payment.

#### FEE PAYMENT

Students advance registering by May 29 will receive their fee statement cards by mail. Fees must be paid either in person or by mail to the Bursar's Office by June 12 or the student's advance registration will be cancelled.

Students registering from May 30 to June 5 and on June 18 and 19 will not be processed after 3:30 p.m., Monday through Friday, nor after 11:00 a.m. on Saturday during the week. Students who advance register between May 30 and June 5 or on June 18 or 19 must pay their fees at the time they register. This also applies for those who register on June 22.

Program changes may be made after students have paid their fees. However, they will not be accepted at the sectioning center on June 22.

### FEES

Tuition . . . . .	\$26.25
Student Activity Fee . . . . .	7.15
Student Union Building Fund Fee . . . . .	5.00
Book Rental Fee . . . . .	5.00
Total . . . . .	\$43.40

Graduate student fees are the same as above with the addition of a matriculation fee of \$5.00 for graduates of schools other than Southern.

Additional special fees include the following:

Out-of-State Fee . . . . .	\$36.00
Late Registration Fee—\$2.00 first day, \$1.00 increase each day to a maximum of . . . . .	5.00
Program Change Fee . . . . .	2.00
Completion of an incomplete course unless waived on recommendation of University Physician . . . . .	1.00
Graduation Fee . . . . .	17.00
Graduate Aptitude Test Fee . . . . .	3.00

Students attending under a State Teacher Training Scholarship or a Military Scholarship are required to pay the Student Union Building Fund Fee and the Book Rental Fee. Veterans attending under Public Laws 16 and 894 are not required to pay any of the regular fees. Students attending under Public Law 550 are required to pay fees, both regular and special, and may not use a Military Scholarship for waiving of such payment.

Students taking up to six quarter-hours, inclusive, may elect to pay fees on a half-fee basis. Also, such students may elect to pay the Student Activity Fee or not, depending upon their individual wishes.

ACADEMIC LOAD, COURSE NUMBERS, AND CREDITS

The normal student load for the eight-week session is ten to twelve quarter-hours. A student with special needs, by permission of the dean of his academic unit, may take a maximum of fourteen quarter-hours.

Each class period is seventy-five minutes in length. The schedule of periods for the summer follows:

1st hour . . .	7:30–8:45	4th hour . . .	11:45–1:00
2nd hour . . .	8:55–10:10	5th hour . . .	1:10–2:25
3rd hour . . .	10:20–11:35	6th hour . . .	2:35–3:50

Courses numbered 000–099 are courses not properly falling within freshman, sophomore, junior, senior, or graduate levels. Courses numbered 100–199 are primarily for freshmen; 200–299 for sophomores; 300–399 for juniors and seniors; 400–499 for seniors and graduates; and 500 for graduates.

GRADING SYSTEM

Grades are expressed in letters as follows:

(Per quarter-hour)

A, Excellent . . . . .	5 grade points
B, Good . . . . .	4 grade points
C, Satisfactory (This is intended to be the average grade.) . . . . .	3 grade points
D, Poor, but passing . . . . .	2 grade points
E, Failure; all work completed including final examination, but failed . . . . .	1 grade point
W, Course not completed; includes incomplete records of all kinds (except “deferred” for graduate students) . . . . .	0–5 grade points

The number of weeks the student attended is indicated by a number; if he attended more than three weeks during the summer session, this is to be followed by the grade he was making at the time of withdrawal (for example, W<sup>8</sup>B).

A grade submitted at the end of a course is final and may not be raised by additional work.

Any students who withdraw from a course without following the prescribed procedure will receive a grade of “W-E” in the course regardless of when the withdrawal occurs. A withdrawal from a course is initiated with the student’s academic adviser.



*Morris Library offers plenty of room for study and research during the summer session.*

Courses from which a student has withdrawn officially will be shown on his record as "W." Withdrawal within the first three weeks of the summer session will not carry a grade. Courses from which an undergraduate student has withdrawn after the first three weeks will be recorded as "W" and must carry a grade. Exceptions to this rule may be permitted for unusual circumstances but only through written approval of the student's academic dean. A graduate student may receive a grade for a course from which he has withdrawn after the third week at the discretion of the instructor.

Any change of grade, as upon the completion of a "W," must be reported within a year after the close of the term in which the course was taken. A fee of one dollar is charged for completion of a course marked "W", unless the fee is waived on recommendation of the University Physician. A student who, for some reason, must miss the final examination may not take an examination before the one scheduled for the class. In this case a "W<sup>s</sup>" with a grade should be recorded by the instructor. The final examination may be given at a later date, within one year. A complete record of all changes in grades will appear on the official transcript.

## COURSE CHANGES AND WITHDRAWALS

A prescribed procedure must be followed by a student when desiring to change his program or to withdraw from the University while the period for which he registered is still in progress. Failure to follow the official procedure will result in academic penalty.

Program changes by an undergraduate student must be initiated with his academic adviser. Changes by a graduate student must be approved by the chairman of the student's advisory committee and the Dean of the Graduate School. Program changes made for reasons other than "for the convenience of the University" will carry a \$2.00 fee.

Official withdrawal from the University is initiated at the Office of Student Affairs. A student officially withdrawing within ten days after the beginning of the session may obtain a full refund of fees provided he makes application for a refund at the Registrar's Office within ten days following the last day of the regular University registration period. Otherwise, no refund is permitted.

## SUMMER SESSION ATTENDANCE

Students who know at the time the summer session starts that they must miss more than three days of the session should not register or, if they have registered in advance, should withdraw. The brevity of the summer session makes it difficult for students missing more than three days to complete the required work in time.

## REQUIREMENTS FOR THE BACHELOR'S DEGREE

Each candidate for the degree must complete 192 quarter-hours of credit in approved courses. At least 64 must be in senior college courses, of which 48 must be earned in residence. Each student must have a "C" average, and must not have grades lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject. These averages are required for the credit made at Southern as well as for the total record.

The following requirements should be met by degree candidates of all colleges within the first two years of attendance. (For the Bachelor of Music and the Bachelor of Music Education degrees, for which the requirements are somewhat different, see page 142

of the 1956-58 University Bulletin or the School of Fine Arts Bulletin.)

Social Studies—20 quarter-hours (work in four departments required)

Economics	5 hours
Geography	5 hours
Government	5 hours
History	5 hours
Sociology	5 hours

Humanities—18 quarter-hours

Art 120 or Music 100	3 hours
English, 101 102, 103	9 hours
English 205, 206, 209, 211, 212	6 hours

NOTE: The student is also advised to complete the foreign language requirement for the bachelor's degree, where applicable, within the first two years.

Biological Sciences—9 quarter-hours

Botany 101, 202, or Zoology 100	5 hours
Health Education 100	4 hours

Mathematics and Physical Sciences—12 quarter-hours (work in two departments required)

Chemistry  
Mathematics  
Physics

Practical Arts and Crafts—3 quarter-hours (not required if the student has had any of this work in high school)

Agriculture  
Business Administration  
Home Economics  
Industrial Education

Physical Education—6 quarter-hours

Air Science and Tactics—6 quarter-hours (men)

Six quarter-hours of Air Science and Tactics are required of all male freshmen, unless they are veterans or are excused from the requirement by the Military Policies Committee. Veterans who received university credit for basic training may not receive credit for the basic Air Science and Tactics nor for required physical education activity. Students who have been granted the usual academic credit for military basic training are not required to take Health Education 100, physical education activity, or basic military.

Students may satisfy any of the above requirements by passing noncredit attainment tests. In some cases, more advanced work may be substituted for the required courses listed. Students who transfer in the junior or senior years may substitute senior college courses in most departments for the freshman-sophomore courses listed above.

NOTE: Before the end of the sophomore year, students will be required to remove deficiencies as shown on the freshman entrance tests. Students may remove such deficiencies by passing a University credit course, by passing a remedial course, or by passing a test given by the Testing Service.

Degree candidates are expected to follow the basic program set out here plus the advanced work recommended by the department in which the student expects to do his major work. If the student intends to take his degree elsewhere, the adviser may recommend changes in these requirements in favor of those of the institution from which the student plans to be graduated. If the student changes his mind and decides to take his degree at Southern, none of the above requirements will be waived.



*Student teachers receive varied and valuable experience in the Teacher Training Program.*

## 3 Units of Instruction

### COLLEGE OF EDUCATION

The College of Education is for men and women who are already members of the teaching profession and for young people who intend to enter the field of teaching or of educational administration or some related field. One of its aims is to provide a fully rounded program of pre-service instruction and study; its undergraduate and graduate curricula are intended to prepare students for teaching in the elementary school, high school, and college, and for holding positions as school administrators, supervisors, and supervising teachers. Another of its aims is to provide an opportunity for in-service growth on a graduate or undergraduate basis as well as on a credit or noncredit basis. The course of study in the College of Education leads to the degree of Bachelor of Science in Education or Bachelor of Music Education.

#### GENERAL REQUIREMENTS

All students in the College of Education must complete the general University requirements. No general requirement in foreign language applies to the College of Education. In certain departments, however, foreign language is required of majors in secondary education.

#### MAJORS AND MINORS

##### *Kindergarten-Primary*

With a kindergarten-primary major, the student also must

carry twenty-four quarter-hours each in (a) the social studies, (b) the natural sciences, and (c) the language arts.

### *Elementary*

A student preparing to teach in elementary school is not expected to major in an academic department; the student's major is elementary education. A student must have forty-eight quarter-hours in education, including a minimum of twelve quarter-hours in student teaching. He also must carry twenty-four hours each in (a) the social studies, (b) the natural sciences, and (c) the language arts.

### *Secondary*

The student who is registered in the College of Education and preparing to teach may carry an approved "teaching" major in any of the colleges or divisions of the University, provided the department offers an undergraduate major. The major must be at least forty-eight hours, with a minor of at least twenty-four quarter-hours (the major and minor being in different fields); or the student may carry a major of thirty-six quarter-hours with two approved minors of twenty-four hours each. Additional elective hours in the major and minor fields are also encouraged. A "field major" may be carried in the social studies.

### *Special*

Students registered in the College of Education may also prepare to be guidance counselors, special education teachers or supervisors, recreation and outdoor education specialists, school librarians, physical educators and coaches, and health educators. They may also do specialized work in audio-visual aids.

## COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences grants the Bachelor of Arts degree.

### REQUIREMENTS FOR GRADUATION

Each candidate for the bachelor's degree must meet the following requirements:

1. General University requirements.
2. Four hours in psychology or philosophy.

*Southern's new electron microscope opens new doors in research.*



3. A reading knowledge of a foreign language. This ordinarily requires nine hours of university study or its equivalent.

4. Proficiency in English, demonstrated by examination at the end of the junior year.

5. No departmental methods courses or student teaching may be counted in fulfillment of the degree requirements except as stated below.

6. A major of at least forty-two hours and a minor of at least twenty-four hours in the following subjects (some departments require more). Subjects marked with an asterisk are liberal arts nonprofessional majors.

Anthropology	Geology	Philosophy
Art*	Government	Physics
Botany	Health Sciences	Physiology
Chemistry	History	Psychology
Economics*	Home Economics*	Sociology
English	Mathematics	Speech*
Foreign Language	Microbiology	Zoology
Geography	Music*	

\* Not professional majors

#### PRE-PROFESSIONAL COURSES

Students planning to take pre-dental, pre-legal, pre-medical, pre-medical technology, pre-public health, pre-pharmaceutical, pre-occupational therapy, pre-physical therapy, pre-theology, or pre-veterinary courses should register in the College of Liberal Arts and Sciences.

#### LIMITED HIGH SCHOOL TEACHING CERTIFICATES

Students enrolled in the College of Liberal Arts and Sciences may meet the state requirements for a limited high school teaching certificate by using as their electives certain prescribed courses in the College of Education.

#### SCHOOL OF AGRICULTURE

The School of Agriculture provides instruction, demonstration, and consultation in agriculture, forestry, and other activities directed toward the rural development of Southern Illinois. The School includes the departments of Agricultural Industries, Animal



*The new Beef Center is but one of the modern and functional facilities in the School of Agriculture.*

Industries, Forestry, and Plant Industries, which are the instructional units; the University Farms, Test Farms, Co-operative Agronomy Research Center, and the Illinois Horticultural Experiment Station, which are experimental and demonstrational units as well as serving teaching purposes.

The School serves the needs of those desiring training for certification under the Smith-Hughes Law for teaching vocational agriculture, and of those desiring pre-veterinary training with a major in agriculture, as well as professional training in forestry and wood technology. It serves the needs of those wanting a four-year education leading to a degree of Bachelor of Science in Agriculture or Bachelor of Science in Education. The School provides a graduate program leading to a Master of Science in Agriculture degree.

Students working toward a Bachelor of Science in Agriculture must satisfy the general University requirements. Such students will major in agriculture and are not required to carry a minor.

### SCHOOL OF BUSINESS

The School of Business provides programs leading to the Bachelor of Science degree at the end of the four years in the following areas: Accounting, Economics, Management (General Business, Finance, Personnel), Marketing, and Secretarial and Business Education. Students enrolled in the School of Business may also qualify for limited high school certificates by completing certain prescribed courses in the College of Education.

In addition to the general University requirements, graduates from the business program must take at least 40 per cent of their work in business and economics courses and at least 40 per cent in fields outside of business and economics.

Students in the School of Business are not required to have a minor. Nevertheless, each of the above subject areas may be chosen as minors by students of other schools or colleges. Where an intended major or minor is not fully treated in the biennial University Bulletin, the student should apply to the Dean of the School of Business for a listing of the specific courses required of him.

### SCHOOL OF COMMUNICATIONS

In the spring of 1955 the School of Communications was established to co-ordinate and facilitate the development of



*Students gain valuable experience in the control room.*

curricula, to provide instruction, and to stimulate research in the effective use of such communications media as public speaking, television, radio, newspapers, and magazines, and to provide service work in this field for other educational units requiring it.

The School is composed of the departments of Printing and Photography, Journalism, Radio and Television, Speech, Speech Correction, and Theatre. All departments offer the Bachelor of Science degree in the School of Communications. Journalism and speech majors are offered for the the Bachelor of Science in Education degree through the College of Education. The departments of Radio and Television, Speech, Speech Correction, and Theatre cooperate on the offerings for this general speech major in the College of Education. A similar general speech major is offered in the College of Liberal Arts, though technical courses in the specific fields may not be included in this major.

Students majoring in any of the departments of the School must meet all the general University requirements, as well as the specific requirements of the major field. Students preparing to teach either journalism or speech will need to meet the requirements for certification of the state and the College of Education.

## SCHOOL OF FINE ARTS

The School of Fine Arts is composed of the departments of Art, Design, and Music.

The Department of Art offers curricula leading to the following degrees in those schools and colleges of the University listed below:

1. School of Fine Arts: Bachelor of Arts degree for majors in painting and prints, pottery, jewelry, silversmithing, weaving and crafts.

2. College of Education: Bachelor of Science degree for majors in art education.

3. College of Liberal Arts and Sciences: Bachelor of Arts degree for majors in art history.

4. Graduate School. Master of Arts; Master of Fine Arts; Master of Science in Art Education.

The Department of Design offers curricula leading to the following degrees in those schools and colleges of the University listed on the following page.

*Silversmithing is one of the many practical and useful arts studied in the School of Fine Arts.*



1. School of Fine Arts: Bachelor of Arts degree for majors in visual design (advertising), product-shelter design.

2. Graduate School: Master of Science degree for majors in visual design, product-shelter design.

The Department of Music offers curricula leading to the following degrees in those schools and colleges of the University listed below:

1. School of Fine Arts: Bachelor of Music degree for majors in applied music, theory-composition, music history-literature, church music.

2. College of Education: Bachelor of Music Education degree and a special curricula for specialists in recreational music offered in conjunction with the Department of Recreation and Outdoor Education.

3. College of Liberal Arts and Sciences: Bachelor of Arts degree for those who desire a specialization in music as a part of their general cultural education.

4. Graduate School: Master of Music degree for majors in applied music, theory-composition, music history-literature, church music; Master of Music Education degree.

### SCHOOL OF HOME ECONOMICS

The School of Home Economics was established to provide instruction, to stimulate research, to provide service work in this field for other educational units desiring it, and to give service to the people in the area which will help in improving the understandings and practices in their families and homes.

The School is composed of the departments of Clothing and Textiles, Food and Nutrition, Home and Family, and Home Economics Education.

The purposes of the curricula in the School of Home Economics are to offer a general cultural program based on the needs of students enrolled in home economics, to educate young women for homemaking, and to provide the means for economic independence in professions related to the activities of the home.

The School of Home Economics offers curricula leading to the following degrees:

1. Bachelor of Science in Education, for students in the College of Education who wish to qualify for certification under the Smith-Hughes Law for teaching vocational homemaking.



*An adequate knowledge of clothing construction is very valuable for the future homemaker.*

2. Bachelor of Science in Home Economics. The following fields of specialization are offered leading to this degree:

- a. Apparel Design
- b. Clothing and Textiles Merchandising
- c. Dietetics
- d. Foods in Business
- e. Home Advisers (Extension)
- f. Homemaking
- g. Institution Management

Each candidate for the Bachelor of Science degree in Home Economics must fulfill the general University requirements. Each curriculum provides a major field of concentration. A minor is not required.

3. Bachelor of Arts, for students in the College of Liberal Arts and Sciences who desire specialization in homemaking as a part of their general cultural education.

## DEPARTMENT OF APPLIED SCIENCE

Programs in applied science are now offered by the Department of Applied Science, which will become the School of Applied Science on July 1, 1959.

Applied science embraces the fields of solid and fluid mechanics, civil architecture, and electricity. It places a considerable emphasis on technical subjects and the physical sciences. It deals with power and design as used by the engineer. Many students will find it possible to use the curriculum as a pre-engineering program when transferring to engineering colleges to complete an engineering degree. Others may wish to complete the Bachelor of Science degree in applied science at Southern. Each candidate for the Bachelor of Science degree must fulfill the general University requirements.



*The Universal Hydraulic Testing Machine, which has a 300,000 lb. capacity, is being adjusted for a test.*

## DEPARTMENT OF INDUSTRIAL EDUCATION

The Department of Industrial Education is not at present attached to a school or college, but on July 1, 1959, it will become a department of the School of Applied Science.

The Department of Industrial Education offers work in major fields leading to degrees as follows:

1. Bachelor of Science in Education for students in the College of Education preparing to teach industrial arts.
2. Bachelor of Science in Education for students in the College of Education preparing to teach industrial trades.
3. Bachelor of Science for students interested in becoming manual arts therapists.
4. Bachelor of Science for students interested in industrial

*One of the uses of a wood rasp is demonstrated to a class in arts and crafts for elementary education majors.*



science and supervision and preparing for supervisory positions in industry. The following options are available: industrial design, metal processing, industrial personnel, and industrial production planning.

### DEPARTMENT OF NURSING

The Nursing Department was established in 1955. The purposes are three-fold: (1) to increase and improve nursing services in Southern Illinois, (2) to prepare nurses for beginning positions in various fields of nursing, and (3) to assist students to develop to their maximum capacity both personally and professionally.

Two programs, both leading to the Bachelor of Science in Nursing degree, are offered. The basic professional program, intended for those who have had no previous education for nursing, covers

*Student nurses receiving instruction on a very practical subject.*



a period of fourteen quarters. The program is accredited by the Department of Registration and Education, and graduates are eligible for licensure as Registered Nurses. It is open to men and women students.

The supplemental program for registered nurses is open to graduates of diploma programs who are licensed to practice in some state or territory of the United States or some foreign country. In addition to the University's general education requirements, students must complete 64 hours of senior college credit, including the major in nursing. Credit for the diploma program is given on an individual basis.

Summer work-conferences are conducted annually. For information, address Chairman, Department of Nursing.

### DIVISION OF TECHNICAL AND ADULT EDUCATION

The division administers the Vocational Technical Institute for students enrolling in vocational and technical courses leading toward two-year terminal degrees of "Associate in Art," "Associate in Technology," or "Associate in Business," and for other students enrolling in vocational and technical courses to be taken singly or as units toward short course certificates. The Division also administers the noncredit Adult Education courses offered by University staff members

### DIVISION OF UNIVERSITY EXTENSION

The Division of University Extension is an all-University agency through which all college credit courses in Extension are scheduled. These include radio and television courses, in addition to classes scheduled in about 35 different communities each term. The Division offers off-campus courses during the summer months. When sufficient requests and needs indicate that such should be done, the Dean of University Extension should be contacted by interested persons.

### INSTITUTES

In recent years the following Institutes have been established at Southern with degree programs.

- Community Development Institute
- Labor Institute
- Latin American Institute
- Rehabilitation Institute
- Small Business Institute

The Institute as developed at Southern is a co-ordinated unit intended to supplement the work of the traditional academic departments. When the University has some educational function to perform which cuts across department, school, and college lines, the Institute is a means of drawing together the various persons concerned to accomplish their purpose.

The Community Development Institute is pioneering in the development of training for community leaders and professional community consultants.

The Labor Institute will provide educational opportunities for those in the labor field. The Institute will also plan programs for students seeking careers in the field.

The Latin American Institute has developed co-ordinating curricula and research programs for students interested in the area south of the border.

The Rehabilitation Institute co-operates with numerous agencies toward improving the training of students majoring in Rehabilitation Counseling and field workers serving the handicapped. In addition, the Rehabilitation Institute engages in research and demonstrations on rehabilitation methods.

The Small Business Institute was established to train students interested in founding or managing small businesses in Southern Illinois.

Detailed information about individual Institutes may be obtained by writing to the Director.

## THE GRADUATE SCHOOL

The administration of the Graduate School is carried on by the Graduate Council. The Graduate Council is composed of the Dean of the Graduate School as Chairman, the Vice-President for Instruction, the deans of the colleges and schools in which graduate courses are offered, and six members of the graduate faculty, nominated by the Dean of the Graduate School and appointed by the President. The faculty of the Graduate School is composed of the President of the University, the Dean of the Graduate School, and the members of the University faculty who are designated by the Graduate Council.

## GRADUATE DEGREES

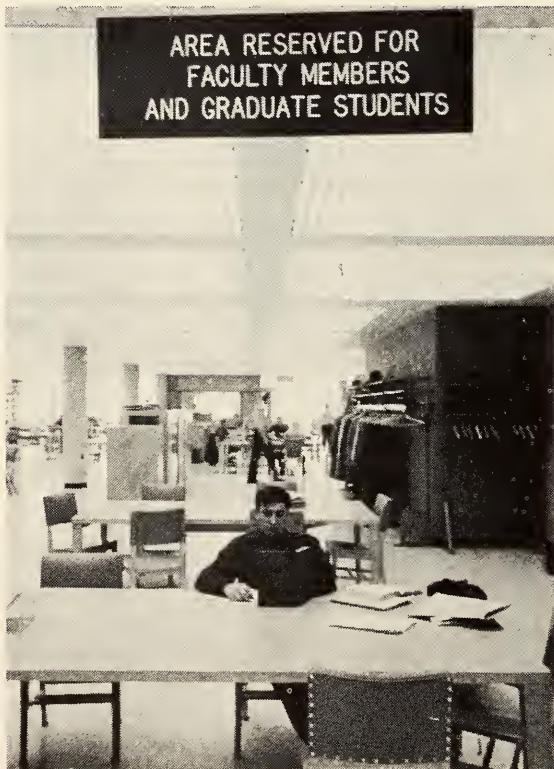
The Graduate School offers instruction leading to the degree of Master of Arts, Master of Fine Arts, Master of Music, Master of Science, Master of Science in Education, Master of Music Educa-

tion, and the Ph.D. There is also a sixth-year, or post-master's program, which leads to a Specialist's Certificate. The establishment of a Ph.D. program is now underway, with carefully selected departments to be added from time to time.

The following is a list of departments currently offering graduate work: Accounting, Agricultural Industries, Animal Industries, Anthropology, Art, Botany, Chemistry, Clothing and Textiles, Design, Economics, Educational Administration, Elementary Education, English, Foreign Languages, Foods and Nutrition, Geography, Geology, Government, Guidance, Health Education, History, Home and Family, Home Economics Education, Industrial Education, Instructional Materials, Journalism, Marketing, Mathematics, Microbiology, Music, Philosophy, Plant Industries, Psychology, Physical Education (Men), Physical Education (Women), Physics, Physiology, Recreation and Outdoor Education, Secondary Education, Secretarial and Business Education, Special Education, Speech, Speech Correction, Sociology, Theatre, and Zoology.

#### ADVISORY COMMITTEES

Each student admitted to the Graduate School is assigned an



*Graduate students have plenty of opportunity for study and research.*

adviser representing his major. The adviser assists the graduate student in making out his program of studies, both term-by-term and long-range. As soon as the student has selected his thesis topic and thesis adviser, the latter is named chairman of the advisory committee.

#### SUMMER SESSION HOUR LIMITATION

The maximum load permitted for the summer session is twelve-quarter hours except on written permission from the Dean of the Graduate School.

#### GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

Courses offering graduate credit are numbered from 400 to 499 when they are open to advanced undergraduates and to graduate students; and they are numbered 500 to 599 when they are open to graduate students only.

#### CREDIT REQUIREMENTS

Forty-eight quarter-hours of acceptable graduate credit are required for the master's degree, of which a minimum of twenty-four quarter-hours must be on the 500 level. A minimum of thirty-two quarter-hours of residence credit is required for the master's degree.

#### TIME LIMITATIONS

It is necessary for a student to complete requirements for the degree within a six-year period; only work taken during the last six years prior to graduation will be counted toward the degree.

#### GRADES

Grades are recorded by the letters A, B, C, D, and E. An average of "B" in all graduate courses taken is required for the master's degree. No course with a grade below "C" will be counted toward the degree.

#### GRADUATE-LEVEL INTERNSHIP PROGRAM

The Southern Illinois University internship program in education is designed to meet the needs of those graduate students who desire to obtain practical experience in a public school while working on the master's degree in education. Graduate students may enroll either in a teaching, supervising, or administrative program, majoring either on the secondary or elementary levels.

The application form for admission to this program may be secured from the Director of Teacher Training and should be filed with him at the earliest possible date. Interns will be accepted in order of applications received and approved. Professional courses selected by the intern to meet the thirty-two quarter-hours of classwork must be approved, prior to enrollment, by the Director of Teacher Training.

For more detailed or specific information concerning the graduate program, write directly to the Dean of the Graduate School. The general University Bulletin also contains additional information and will be sent upon request by the Office of Admissions.

#### GENERAL REQUIREMENTS FOR THE PH.D. DEGREE

Ninety-six quarter-hours, or its equivalent, are required beyond the master's degree for the Ph.D. The minimum residence requirement is two academic years. Application should be made to the Office of Admissions.

#### RESIDENCE CENTERS

On June 25, 1957, Southern Illinois University established the Southwestern Residence Office with the stated responsibility of co-ordinating and administering the total program now being developed in Madison and St. Clair Counties.

The Southwestern Illinois Residence Center Office is located in the Broadview Hotel in East St. Louis. Residence Centers have been established in Alton, Belleville, and East St. Louis.

Present plans are to offer summer session programs at both the Alton and East St. Louis Residence Centers in 1959. Details may be obtained by writing to the Southwestern Illinois Residence Center.



*One of the familiar landmarks at the Alton Residence Center.*

## 4 Field Course

### SOUTH AMERICAN SEMINAR

The Latin American Institute, in co-operation with the Departments of Anthropology, Economics, Foreign Languages, Geography, and Government, is sponsoring a South American Seminar.

The group will depart by air from Miami the latter part of June and return to Miami in the middle of August. Arrangements have been made for a series of 20-25 lectures and seminars in English to be provided by experts of six South American institutions of higher learning in Ecuador, Peru, Chile, Argentina, and Brazil. They will deal with those topics which are of special interest in each country visited, such as anthropology, colonial and modern history, as well as geography, and economic, monetary and political problems of today. The group will visit archeological sites, including a visit to the ancient Inca capital of Cuzco and the ruins of Machu Picchu; colorful native villages; famous shrines; and modern industrial developments. Every effort will be made to arrange for personal contacts between the members of the group and South American students, university faculty members and businessmen. The group will be escorted by a member of the faculty of Southern Illinois University whose task it will be to supervise technical details and co-ordinate the educational program.

The group will travel by scheduled airlines, trains, and buses (all extended flights will be by DC-6s). The price of the tour (\$1195) includes transportation (Miami-Miami), meals, lodging,

sightseeing, excursions, and lectures. It does not include transportation between hometown and Miami, tuition, and strictly personal expenses. Tuition and fees, for persons who register for more than six quarter-hours will be \$36.25 or \$72.25, depending upon whether or not they are Illinois residents. Persons who register for six quarter-hours or less will pay either \$20.65 or \$38.65, depending upon whether or not they are Illinois residents.

For students in Carbondale during the spring term and others who wish to attend, a series of introductory discussions will be provided by the Latin American Institute before departure. All tour members will be furnished with a syllabus and a reading list.

Students taking the course for credit will be required, prior to departure, to take a preparatory test covering assigned reading. They will be expected to attend all lectures and special interviews during the trip, and after returning from South America, they will be required to write a term paper and pass a final examination covering reading matter and lectures. Students may earn up to eight quarter-hours of senior or graduate credits in any of the participating departments, or a combination of up to eight credits in a combination of two or more departments. All programs must be approved in advance by the respective departments.

Persons interested in making the trip, with or without credit, should write directly for reservation or information to Professor A. W. Bork, Latin American Institute, or Professor G. C. Wiegand, Department of Economics, Southern Illinois University.



*Extensive plans are being made to learn more about our neighbors in the south.*

## 5 Short Courses

### CLOTHING AND TEXTILES

The Department of Clothing and Textiles will offer a series of short courses. Two courses in flower arrangement will be offered, each for one quarter-hour of credit during the week of June 22-26. Elementary Flower Arrangement, 145, will meet on June 22 and 23 from 9:00 to 12:00 and from 1:00 to 4:00 and on June 24 from 9:00 to 12:00. Advanced Flower Arrangement, 146, will meet on June 24 from 1:00 to 4:00 and on June 25 and 26 from 9:00 to 12:00 and from 1:00 to 4:00. Lectures and demonstrations will be given, and practice in arranging will be provided for students. The course is open to all student without pre-requisites. The courses will be taught by Mrs. Ruth Kistner, internationally known teacher and judge of flower arrangements.

Fashion Millinery, 129, will be offered the week of July 13 for one quarter-hour of credit. Various methods of millinery construction will be demonstrated, and students will make a number of hats. The course is open to all students without pre-requisites. This course is to be taught by Mrs. Bea Mansfield, director and founder of the Fashion Millinery School, St. Louis. Outstanding originality has placed her among the foremost American designers. Mrs. Mansfield's teaching background includes a faculty position at Washington University in St. Louis and the authorship of instruction sheets and books on millinery design.

### FOOD AND NUTRITION

The Department of Food and Nutrition will offer the School

Lunch Program, 249, as a short course for undergraduate credit during the summer session.

This course provides up-to-date information on quantity food production, equipment, sanitation, nutrition, management, and personnel relationships. The content is different from the previous courses, Food and Nutrition 247 and 248, yet it may be taken as your first course as each is independent of the other two. The class will meet from 8:00 A.M. to 12:00 noon and from 1:00 to 4:30 P.M., July 6 through July 10.

A graduate short course, Recent Development in Nutrition 580, will be offered from July 20 to August 14 for four quarter-hours of graduate credit. Consideration will be given to current information, problems, and needs in nutrition. This course should be of interest to teachers who wish more information in this area.

### HOME AND FAMILY

Home and Family, 435, Work Simplification in Home Management, will be offered June 22 to July 17—8:55 to 11:35 A.M. This will be a study of basic work simplification principles and their application to full-time, employed, and physically handicapped homemakers. As a part of this course, three days in the third week will be devoted to the problems of the physically handicapped homemaker. Outstanding workers in this field will appear on the program.

The course will be open to graduate students and undergraduate students with senior standing. It will carry four quarter-hours of credit. By special arrangement, workers in rehabilitation programs for physically handicapped homemakers may attend the 3-day program on a non-credit basis.

Home and Family, 424, Selection, Use, and Care of Appliances, will be offered July 20 to August 14, 8:55 to 11:35 A.M. This will be a study of household equipment with emphasis on recent developments in the field. Outstanding home economists in the equipment field will present special programs during the four weeks.

This course is open to graduate students and undergraduate students with senior standing. It will carry four quarter-hours credit.

## 6 Workshops

### ART

Each summer several four-week workshop courses are offered in the Art Department. (See schedule of classes.) Workshop courses provide an opportunity to concentrate a session's work in an intensified four-week class schedule.

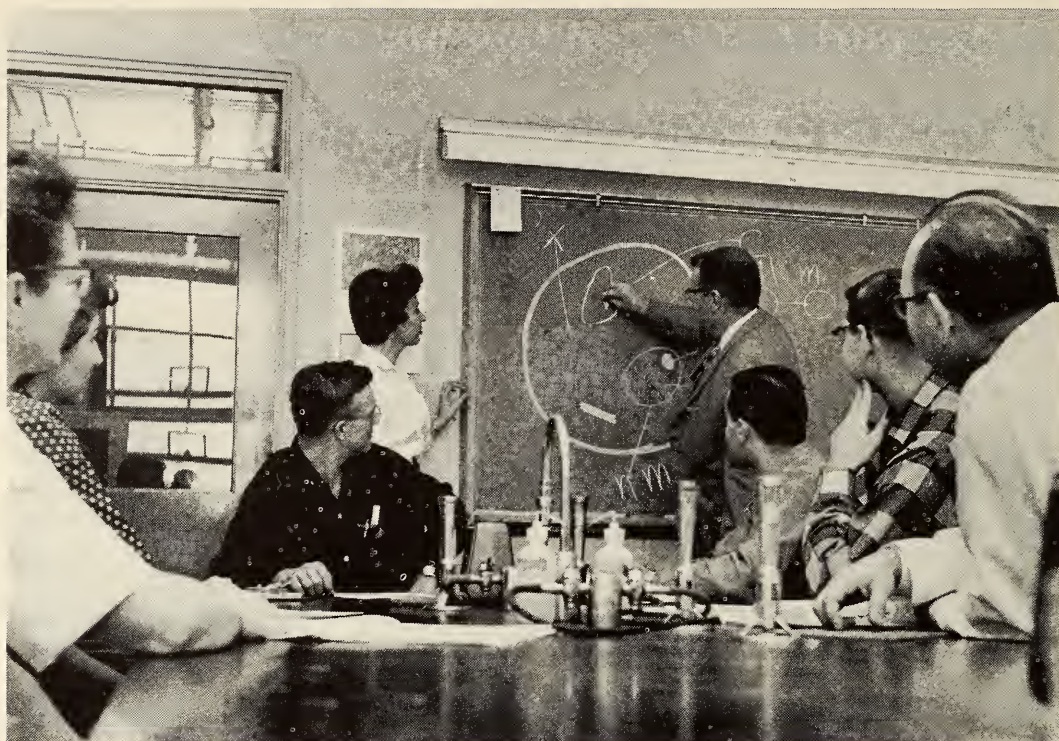
### BIOLOGY

Southern Illinois University is one of several universities selected by the National Science Foundation to offer a special eight-weeks institute for biology teachers. The Institute will run concurrently with the summer session, June 22 to August 14. The Institute is designed to improve the teaching and research ability of secondary science teachers. It should also contribute to greater mutual understanding and appreciation of teaching problems between secondary and college teachers.

Under terms of the grant from the National Science Foundation, teachers who qualify can receive \$75.00 per week plus \$15.00 weekly for each of the first four dependents. In addition, they may receive a maximum of \$80.00 travel allowance. Tuition-free scholarships will be provided by the University.

Southern will award grants to 50 selected high school biology teachers. Participants must be experienced teachers in high school biology who expect to continue in the profession. Grants will be made by April 1.

Special Institute courses will be offered in botany, chemistry,



*Secondary Science teachers staying abreast with their field.*

microbiology, and zoology. Credit in these courses may apply toward the Master of Arts, Master of Science, and Master of Science in Education degrees.

### ECONOMICS

The Department of Economics and the Department of Secondary Education will offer jointly a workshop in Economics Education. This course will carry four hours credit and is listed as Economics 490 and as Education 490. Credit may be earned in either department. The course will meet from August 3 to August 15, inclusive, Monday through Saturday from 9:00 to 12:00 and 2:00 to 4:00.

Each morning session will consist of an explanation by a professor of the Economics Department of the day's topic. This "stage setting" will be followed by an outside speaker who will present his views on the topic. In the last hour of the morning session the economics professor will lead a discussion of the talk in an attempt to summarize the chief arguments and conclusions.

The afternoon sessions will be under the leadership of the education professor, who will assist the members of the workshop in translating the information from the morning talk and discussion into learning materials for elementary and secondary pupils.

## ELEMENTARY EDUCATION

The Department of Elementary Education will offer four workshops this summer.

Two sections of Education 441, Workshop in Teaching Elementary Science, will be offered during the summer session. The science workshop is planned particularly to meet the needs of in-service and prospective teachers, and is open to both graduate and senior college students. Three objectives around which the program is organized are as follows: (1) to provide science experiences to enrich future science teaching; (2) to provide opportunities for meeting specialists in the fields of science and science education; and (3) to provide opportunities to discuss problems and achievements with others in the teaching field of elementary science.

Field trips under the leadership of specialists in the various areas of science will be taken. Opportunities will be provided for demonstrating experiments and activities that have been found to be particularly successful in teaching science concepts and truths.

Elementary Education 433, with emphasis on kindergarten-primary problems, will be offered to graduate and senior college students from July 6—July 31, 9:00 to 12:00 noon.

This workshop is designed to meet the needs of those in-service and pre-service kindergarten and first grade teachers who wish to improve the educational program for young children by studying problems related to school beginners: curriculum; administrative procedures; evaluation and parent education; and the implications of the needs of four, five, and six-year-old children as they relate to the school program.

Library facilities and the facilities of the University School will be drawn upon to furnish background for discussion of current issues. Much time will be devoted to group and individual observation in the University School. Staff of the University will be made available for discussion and consultation wherever needed.

Elementary Education 401, with emphasis on the improvement of reading for grades 7, 8, and 9, carries two quarter-hours of undergraduate and graduate credit. (Students may register for credit in English 487 instead of Elementary Education credit.)

The workshop will run for one week beginning June 15 from 9:00 to 12:00 and 1:00 to 4:00 (with intermissions). Students enrolled in other courses for the spring quarter must obtain permission of instructors of those courses to enroll in Elementary Education 401 (or English 487).

Elementary Education 401 will be conducted by Dr. E. Elona Sochor. Professor Sochor has had a varied experience as a class room teacher, having taught at the kindergarten, elementary, high school, and university levels. She has also had rich and varied experience in reading clinics. She is a student of Emmett A. Betts and is his successor as director of the reading clinic at Temple. Furthermore, she has had experience in directing numerous workshops in reading throughout the country.

Elementary Education 415, with emphasis on the improvement of instruction in arithmetic in the elementary school, will be held from July 27 through August 7 from nine until twelve for two quarter-hours credit. The instructor will be Dr. Leo Brueckner, Professor Emeritus of the University of Minnesota. Dr. Brueckner is a nationally known authority and author of professional textbooks in arithmetic. Emphasis will be given to new instructional practices, materials of instruction, methods of providing for the gifted, and means of evaluating achievement. The workshop is open to both graduate and senior college students and is planned particularly to meet the needs of in-service and prospective teachers.

### ENGLISH

The Department of English will offer two workshops, English 486 and 487, in the teaching of literature, and in reading growth, for teachers and prospective teachers at the high school and junior high school levels, respectively. Each carries two quarter-hours of graduate or undergraduate credit, and may be taken separately, or both may be taken for four hours of credit.

English 487 will run one week beginning June 15 (the week before the summer session), 8:30 to 12:00 and 1:00 to 3:30 (with intermissions), and English 486 will run one week beginning June 22 and will follow the same daily schedule. Students enrolled in other courses of the summer session must obtain permission of instructors of those courses to enroll in English 486.

English 486 will be conducted by John C. Gerber, Professor of English at the University of Iowa. Professor Gerber is a former president of the National Council of Teachers of English and a past chairman and one of the founders of the College Conference on Composition and Communication. He is an authoritative writer on Hawthorne and Emerson, has published on the teaching of English, and edited a text for college composition. He is experienced in the conducting of workshops.



*Elementary students learn by example in this foreign language conversation class.*

## FOREIGN LANGUAGES

The Sixth Annual Foreign Language Elementary School Workshop (Education 435) will be offered from June 22 to July 17. It is open to elementary teachers with one year or more of college French, German, or Spanish, and to high school foreign language teachers who are interested in teaching a language to grade school children. Classes run from 7:30 A.M. to 12:00 noon, five days a week, and include oral drill in the language chosen, discussion of methods, lectures on learning problems of young children, observation of pilot classes, and practice with special materials. Integration of foreign languages with the child's regular program is stressed.

## GUIDANCE

The Rehabilitation Institute, in co-operation with the Department of Guidance, is sponsoring an Institute for Rehabilitation



*A polio victim receives a resistive exercise in Southern's Co-operative Clinical Service.*

Personnel, Guidance 481, from June 21 to July 3, 1959. This Institute is designed primarily for those workers already employed in the broad field of rehabilitation. Emphasis will be placed upon the scope of rehabilitation, services available to the handicapped, skills inherent in the rehabilitation process, and methods of mobilizing professional and community resources to meet the needs of the disabled. The institute may be taken for four quarter-hours of credit.

The Illinois Division of Vocational Rehabilitation, the Illinois Tuberculosis Association, and the Illinois Department of Public Welfare are co-operating with the University in conducting this Institute; other participating agencies are the Illinois Public Aid Commission, the Illinois Employment Services, the Illinois Public Health Department, and the Tuberculosis Institute of Chicago and Cook County. Prominent speakers from Southern Illinois University, other universities, rehabilitation agencies, and State and Federal Offices will participate.

Students will be admitted only by special permission of a committee. This procedure will be outlined in advanced announcement of the Institute. For additional information, contact Dr. Guy A. Renzaglia, Associate Professor and Director, Rehabilitation Institute.

### HEALTH EDUCATION

The Department of Health Education will offer a workshop in School Health Education (Health Education 461, 462, or 463). The workshop will meet for four weeks from 1:00 to 4:30 P.M. between June 22 and July 17, inclusive. It is open to senior and graduate students and to others by special permission of the workshop director.

The workshop will provide the opportunity for work and participation in school health instruction, school health services, and school health environment. Lectures will be given by Southern Illinois University staff members and outside specialists. Students will hear group specialists, take part in group workshop sessions, consider individual school health problems, participate in group discussions, have a preview of audio-visual aids, evaluate teaching materials, and see demonstrations and have practice in testing and screening for health. The workshop has been designed for public school teachers, school nurses, and school administrators.

### INSTRUCTIONAL MATERIALS

A workshop in the Preparation of Teacher-Made Audio-Visual Materials is to be offered during the first four weeks of the summer session. The workshop, Instructional Materials 445, will meet from June 22 to July 17 between 1:00 and 4:00 P.M., Monday through Friday. The course carries four quarter-hours credit.

The workshop is designed to provide experiences in the preparation of such teacher-made materials as felt boards, buzz boards, accordians, passe-partout, slides, transparencies, lettering, and dioramas; mounting of pictorial materials; and many other production skills. This course will demonstrate how these instructional aids can be produced with a minimum of materials and time.

### MUSIC

In co-operation with the Department of Theater, the Department of Music is offering its fourth annual Summer Opera Workshop under the general direction of William Taylor. The workshop

(Music 346 or Music 568) may be elected for 2, 4, 6, or 8 quarter-hours of credit with permission of the instructor. In past years such large-scale works as *Oklahoma*, *Finian's Rainbow*, *La Boheme*, and *Carousel* have been presented, and a similar musical-dramatic production is planned for the 1959 summer session. Members of the workshop will be on call for rehearsals nightly from 7:00–10:00 P.M. Special workshop projects are planned for afternoon sessions on call daily from 2:30–5:00 P.M. The workshop is designed as a medium of experience for singers, instrumentalists, actors, stage crews, and music or dramatic directors who wish to gain a deeper insight into the production problems of this type of performance.

By popular request, Miss Beulah Zander, State Supervisor of Music Education, will again present a one-week Workshop in Elementary Music Education (Music 455) from June 22 to June 26. Meeting daily from 9:00–12:00 and 1:30 to 3:30 in air-conditioned Altgeld Hall, the workshop offers 2 quarter-hours credit and is open to all elementary teachers who are concerned with teaching music in the classroom. Miss Zander's forthright approach to the problems of music and its correlation with classroom activities makes this workshop a meaningful one to all elementary teachers, principals, and supervisors.

Workshop (Seminar) in Choral Materials and Techniques (Music 553–3 quarter-hours credit) will be led Drs. Charles Taylor and Robert Thomas for a two-week period July 6 to 17 from 1:00 to 4:00 P.M. Utilizing the resources of the University Choir and the summer program of the University Grade and High School, the course will be devoted to reading of new materials, preparing a major work for performance, critique of conducting techniques, and analysis of grade school, junior high, and senior high school vocal problems. The workshop will be held in the air-conditioned choral room of Altgeld Hall.

A special Workshop (Seminar) in Instrumental Materials and Techniques (Music 554–3 quarter-hours credit) will be led by Donald Canedy and Arthur Barnes, associate directors of University Bands, for a two-week period July 6 to 17 from 9:00 to 12:00. Designed to provide a practical experience course for instrumental directors, special attention will be given to percussion techniques and their related problems of teaching and performance, critique of conducting, marching band organization, arranging, and new band literature.

The two workshops, Music 553 and 554, have been scheduled

conjunctly so that general supervisors of music education may enroll in both workshops during the two-week period.

### PHYSICAL EDUCATION FOR WOMEN

The Physical Education Program for girls in Junior and Senior High Schools. This course, P.E. 360, starts June 22 and ends July 17, 1959, meeting from 1:10 to 4:00 P.M. on Mondays, Tuesdays, Wednesdays, and Thursdays. It carries four quarter-hours of credit.

The purpose of this workshop is to give practical help to teachers of physical education for girls. The course is designed for teachers who feel inadequately prepared in physical education. It will also help teachers qualify for state certification in teaching physical education.

The course content will include curriculum and program planning, the teaching of selected activities, and source material.

### PLANT INDUSTRIES

The Department of Plant Industries will offer a workshop course in Landscape Gardening, Plant Industries 304, for three quarter-hours of credit immediately after the regular summer session. The course will meet August 17 to 28, inclusive, from 8:00 A.M. to 12:00 noon in the new Agriculture Building. The course will cover the efficient and practical use of land areas, whether town lots, farmsteads, or school grounds. The location of structures and plants with respect to safety, serviceability, and attractiveness will be studied along with the selection, use, planting, culture, and care of shade and ornamental trees, shrubs, and flowers.

### RECREATION AND OUTDOOR EDUCATION

Under direction of the University's Department of Recreation and Outdoor Education a varied instructional program will be offered at the University's Little Grassy Camp. In addition to course work in recreation and outdoor education, there will be courses in education, geology, health education industrial education, journalism, physical education, sociology, and speech.

The Department of Recreation and Outdoor Education is also having a summer workshop. This workshop is to give teachers experience in outdoor life and to demonstrate to school administrators, agency executives, recreation leaders, and others the values of outdoor education in their total education programs.

The workshop will begin July 13, 1959, and will extend through July 17. Sessions will be held at the University's Little Grassy Camp. Lodging and meals will be provided at a nominal cost.

Featured consultant for this workshop will be Dr. Lloyd B. Sharp, Executive Director of Outdoor Education Association, Inc., and founder of National Camp for training of professional leadership in camping and outdoor education. Dr. Sharp is a member of the faculty of New York University.

Two (2) quarter-hours of undergraduate or graduate credit can be earned in Recreation and Outdoor Education 510. A special project is required for graduate credit. This course may also be taken for noncredit.

### SECONDARY EDUCATION

The Department of Secondary Education will also offer a workshop for four quarter-hours credit from July 6 to July 17 in high school curriculum. This workshop, Secondary Education 562, is planned principally for those who have problems related to a specific junior-senior high school subject or area or the total curriculum for a specific high school. Lectures by the co-ordinator, group discussions conducted by invited resource people, and committee reports will be featured. The workshop will involve most of the entire school day during the time it is in session; however, one may carry throughout the session a course meeting at 7:30 and/or 11:45.

### THEATRE

The Department of Theatre which has for the past four years conducted a summer stock company off the campus, in the Shepherd of the Hills Theatre, Branson, Missouri, and New Salem State Park near Springfield, will bring their company to the campus this summer.

In the newly air-conditioned Playhouse the company will present four plays and, in co-operation with the music department, an operetta in Shryock Auditorium. The plays and the operetta will be chosen from recent outstanding Broadway dramatic hits and musicals.

Teachers, college students, and citizens of Carbondale and other southern Illinois communities who wish to join the company need only register, with the consent of the department, for twelve quarter-hours of credit in Theatre Practicum (Theatre 322 for

undergraduates, Theatre 519 for graduate credit). Anyone interested in performing only in the operetta should write to William Taylor, Department of Music, Southern Illinois University.

For anyone who wishes to gain experience in all phases of play and operetta production, there is no substitute for summer stock. There is no better way to learn directing, acting, business management, scene building and painting, and to have a wonderful time doing it. Registration for Theatre Practicum and membership in company must be completed before June 1. Anyone interested in further particulars about the summer stock program should write to Dr. Sherwin F. Abrams, Associate Director, Southern Players, Theatre Department, Southern Illinois University, Carbondale, Illinois.

The department will also offer its regular program of undergraduate and graduate courses.



*High School students getting a very practical preview of some of the basic sciences.*

## 7 Preview Courses for High School Students

The following special programs for junior and seniors in high school will be offered during the summer session.

### COURSES IN THE BASIC SCIENCES

Botany .....	June 22 to June 26
Chemistry .....	June 22 to June 26
	July 20 to July 24
Geography .....	July 20 to July 24
Geology .....	July 6 to July 10
Health .....	July 27 to July 31
Microbiology .....	July 6 to July 10
	August 3 to August 7
Physics .....	June 29 to July 2
	July 27 to July 31
Physiology .....	July 13 to July 17
Zoology .....	July 29 to August 2

These courses are designed for scholarship winners and other students in the upper quarter of their classes. Classes will be limited to twenty-five students per class so that some laboratory experiences can be provided. All courses will be offered from 9:00 to 12:00 noon except for microbiology which will be offered from 1:00 to 4:00 P.M.

There are no tuition charges for these courses and no credit is given. Since the National Science Foundation has granted

funds to Southern, student assistance for board, room and travel will be allowed.

Courses are open to high school students who are juniors and seniors in the spring of 1959. Application blanks may be obtained from your high school. If application forms are not available, please write to Chalmer A. Gross, Southern Illinois University, Carbondale, Illinois.

## WORKSHOPS

The School of Communications offers 3 four-week workshops for above average high school students in speech, drama, and journalism. The workshops begin July 5 and end August 1, 1959. The workshops are open to all qualified high school students who will be juniors or seniors during the school year 1959-1960. The purpose of these workshops is to make good students better. Students live, work, and play in a truly mature atmosphere, instructed by college staff, supervised by competent adults in pleasant surroundings where recreation is abundant.

### PUBLIC ADDRESS WORKSHOP

The major activity is discussion and debate, but intensive individual work is also provided in all phases of public speaking. Students take work in voice, language, and articulation; work on bodily action speech organization and delivery. They explore the National Discussion-Debate problem, do extensive research in university libraries, build cases, and have extensive intra-workshop debating. After-dinner speeches are made at the workshop banquet which closes the summer work.

### DRAMA WORKSHOP

Students take course work in voice and articulation; they specialize in stagecraft, make-up, scenery, lighting, acting, and directing. The workshop students produce a three-act play for two performances in an air-conditioned theatre. Drama students with other workshop members attend the Muny Opera with a backstage tour included; they attend the production of SIU operetta workshop and productions of SIU Players.

### JOURNALISM WORKSHOP

Students combine theory and practice in learning about school publications production. Special sessions will be held for offset and

letterpress yearbooks, mimeographed and letterpress newspapers; participants will co-operate closely with the other communications workshops and will co-ordinate their practical experiences with the University yearbook and newspaper. Tours to area newspaper plants are planned, and there will be participation in the National Conference of Weekly Newspaper Editors program during the summer.

Students will be enrolled in only one workshop, but the time will be arranged so that students may participate in two of the workshops.

The costs for this four-week workshop are minimal. Room and board at \$21.00 per week, and \$10.00 for the student's activity fees. Total costs, \$94.00, plus transportation and incidentals.

Students will live in beautiful Thompson Point dorms on Thompson Lake; they will be supervised at all times at work, in the dorms and during recreation. Field trips are an important part of the summer program; recreation includes swimming, fishing, horseback riding, hiking, a trip to St. Louis and a scenic tour of historic southern Illinois.

High school students who are interested in further information or in applying, should write William E. Buys, Workshop Coordinator, Room 301, University School, SIU.



## 8 Schedule of Classes

### COURSE NUMBERS

000-099 Course not properly falling in Fresh., Soph., etc., sequence.  
100-199 For Freshmen  
200-299 For Sophomores  
300-399 For Juniors and Seniors  
400-499 For Seniors and Graduates  
500-600 For Graduates only

### BUILDING ABBREVIATIONS

Ag.....Agriculture Building	M.....Main Building
AgronH. Agronomy House	P.....Parkinson Laboratory
A.....Allyn Building	Play.....Southern Playhouse
Alg.....Altgeld Hall	RadS.....Radio Studio
Aud.....Shryock Auditorium	SCF.....Student Christian Foundation
BF.....Baptist Foundation	Sem.....Seminar
Bar.....Barracks	ThCr.....Speech Therapy Center
Browne Aud—	Thompson Point Residence Hall:
Browne Auditorium	No. 1.....Steagall
Gym.....Gymnasium	No. 2.....Bowyer
Har.....Harwood Hall	No. 3.....Pierce
HS.....Health Service	No. 4.....Bailey
Hort.H. Horticulture House	No. 10.....Felts
J.Bar.....Journalism Barracks	No. 11.....Browne
JH.....Journalism House	U.Sch.....University School
Lib.....Library	WH.....Wheeler Hall
LS.....Life Science	

### SCHEDULE INFORMATION

#### LISTING OF COURSES

In the following schedule of classes, departments in which courses are being offered are listed in alphabetical order. Courses within the departments are listed in order by course and section number.

## COURSES "BY APPOINTMENT" OR "TO BE ARRANGED"

Students registering for courses listed as "to be arranged" or "by appointment" should consult with the instructor indicated, or with the department chairman if no instructor is listed, concerning time and place of meeting.

## TENTATIVE COURSES

Courses which have "T" appearing before the course numbers have been tentatively scheduled. They will be opened for registration only if staff is available.

## DEPARTMENTAL LISTING BY ACADEMIC UNIT

ACADEMIC UNIT	DEPARTMENT	ACADEMIC UNIT	DEPARTMENT
Agriculture	Agricultural Industry	Home Economics	Clothing & Textiles
	Animal Industry		Foods & Nutrition
	Plant Industry		Home & Family
	Forestry		Home Econ. Ed.
Air Science	Air Science	Ind. Ed. & Ap. Sci.	Industrial Ed.
			Applied Science
Business	Accounting	Liberal Arts & Sci.	Anthropology
	Economics		Botany
	Management		Chemistry
	Marketing		English
	Secretarial &		Foreign Language
	Business Education		Geography
Communications	Journalism		Geology
	Printing & Photo.		Government
	Radio-TV		History
	Speech Correction		Mathematics
	Speech (General)		Microbiology
	Theatre		Philosophy
			Physics
Education	Ed. Admin. & Supv.		Physiology
	Ed. (Elementary)		Psychology
	Ed. (Secondary)		Religious Ed.
	Guidance		Sociology
	Health Education		Zoology
	Instruc. Materials	Nursing	Nursing
	Physical Ed. (Men)		
	Phys. Ed. (Women)	Vocational Technical Institute	VTI
	Rec. & Outdoor Ed.		
	Special Education		
Fine Arts	Art		
	Design		
	Music		

# SCHEDULE OF CLASSES

61

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
<b>ACCOUNTING (ACCT)</b>						
251-4	Accounting I	1	10:20-11:35	MTu ThF	Bar G 110	Burger
252-4	Accounting II	1	7:30-8:45	MTu ThF	Bar G 111	Swick
253-4	Accounting III	1	8:55-10:10	MTu ThF	Bar G 110	Ogden
331-5	Tax Accounting (Governmental)	1	10:20-11:35	MTuWThF	Bar G 111	Swick
355-3	Governmental Accounting	1	7:30-8:45	M W F	Bar G 110	Ogden
356-5	Auditing	1	8:55-10:10	MTuWThF	Bar G 111	Burger
459-4	Internship in Accounting	1	To be arranged		Bar G 118	Swick
<b>AGRICULTURAL INDUSTRIES (AG I)</b>						
114-4	Introduction to Agricultural Economics	1	7:30-8:45	MTuWTh	Ag 225	Benton
373-3-5	Farm Power and Machinery	1	8:55-10:10 8:55-11:35	M W F Tu Th	Ag 155 Ag Quonset	Paterson Paterson Staff
390-2-8	Special Studies	1	To be arranged			
520-1-6	Readings	1	To be arranged			Staff
575-1-6	Research	1	To be arranged			Staff
599-3-9	Thesis	1	To be arranged			Staff
<b>ANIMAL INDUSTRIES (AN I)</b>						
105-4	Animal Husbandry	1	8:55-10:10 8:55-11:35	MTu F Th	Ag 153 Ag 114	Kammlade Burnside
431-4	Reproduction and Artificial Insemination	1	8:55-10:10 8:55-11:35	MTu F W	Ag 116 Ag 114	Olson Olson
520-1-6	Readings	1	To be arranged			Staff
575-1-6	Individual Research	1	To be arranged			Staff
599-6-9	Thesis	1	To be arranged			Staff
<b>ANTHROPOLOGY (ANTH)</b>						
110-5	Introduction to Anthropology	1	8:55-10:10	MTuWThF	LS G-16	Riley
314-4	Indians of North America	1	10:20-11:35	MTuWTh	LS G-16	Kaut
410-4	Principles of Anthropology	1	11:45-1:00	TuWThF	LS G-16	Taylor
445-2-8	South American Study Tour	1	To be arranged			Staff
<b>APPLIED SCIENCE (AP S)</b>						
101-3	Engineering Drawing I	1	10:20-1:00	MTu F	Bar E 114	Klopp
205-3	Engineering Drawing II	1	7:30-10:10	MTu F	Bar E 114	Klopp
206-4	Descriptive Geometry	1	7:30-10:10	MTu ThF	Bar E 114	Klopp
260-3	Analytical Mechanics	1	11:45-1:00	M W F	Ap S Lab	Moeller
263-4	Surveying I	1	2:35-5:15	MTuWTh	Ap S Lab	Glenn
264-4	Surveying II	1	2:35-5:15	MTuWTh	Ap S Lab	Glenn

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
<b>APPLIED SCIENCE (AP S) (Continued)</b>						
307-4	Machine Design I	1	10:20-11:35	MTu ThF	Bar E 110	Moeller
311-3	Strength of Materials I	1	1:10-2:25	MTu Th	Ap S Lab	Moeller
315-1	Strength of Materials Lab I	1	7:30-11:35	W	Ap S Lab	Moeller
<b>ART (ART)</b>						
100-5	Fundamentals of Art	1	7:30-9:30	MTu ThF	A 202	Breland
120-3	Art Appreciation	1	8:55-10:10	M W F	Alg 115	Shryock
250-4	Oil Painting	1	10:20-12:20	MTuW F	A 112	Breland
300-4	Art Education (Beginners Workshop June 22-July 10)	1	7:30-11:35	MTuW F	A 5	Sullivan
300-4	Art Education (Advanced Workshop July 13-August 7)	2	7:30-11:35	MTuW F	A 5	Sullivan
300-4	Art Education	3	7:30-9:30	MTuW F	A 5	Sullivan
325-2-4	Studio	1	10:20-12:20	MTuW F	A 112	Breland
<b>BOTANY (BOT)</b>						
101-5	Elementary Botany	1	8:55-10:10	M W F	LS 323	Kaplan
			7:30-10:10	Tu Th	LS 307	Staff
101-5	Elementary Botany	2	7:30-8:45	Tu ThF	LS 323	Kaeiser
			7:30-10:10	M W	LS 308	Staff
101-5	Elementary Botany	3	7:30-8:45	Tu ThF	LS 323	Kaeiser
			7:30-10:10	M W	LS 307	Staff
101-5	Elementary Botany	4	10:20-11:35	Tu ThF	LS 323	Welch
			10:20-1:00	M W	LS 307	Staff
101-5	Elementary Botany	5	10:20-11:35	Tu ThF	LS 323	Welch
			10:20-1:00	M W	LS 308	Staff
101-5	Elementary Botany	6	11:45-1:00	M W F	LS 323	Wilson
			10:20-1:00	Tu Th	LS 307	Wilson
T-101-5	Elementary Botany	7	1:10-2:25	M W F	LS 323	Staff
			1:10-3:50	Tu Th	LS 307	Staff
T-101-5	Elementary Botany	8	1:10-2:25	M W F	LS 323	Staff
			11:45-2:25	Tu Th	LS 308	Staff
131-5	Field Biology	1	7:30-10:10	TuWThF	LS 313	Marberry
203-5	Taxonomy	1	10:20-1:00	M W F	LS 313	Hendricks
			10:20-11:35	Tu Th	LS 313	Hendricks
			(Some Saturday Field Trips)			
470-4	Methods in Teaching Biological Sciences	1	2:35-3:50	M W	LS 326	Welch
	(National Science Foundation)		2:35-5:00	Tu Th	LS 315	Welch
480-4	Classical Principles of Botany	1	7:30-8:55	TuWThF	LS 326	Kaplan
501-4	Plant Biology for High School Teachers	1	10:20-11:45	M W	LS 323	Mohlenbrock
	(National Science Foundation)		8:55-11:45	Tu Th	LS 308	Mohlenbrock
570-2-3	Readings in Botanical Literature (National Science Foundation)	1	To be arranged			Staff
591-3-9	Research	1	To be arranged			Staff
599-3-9	Thesis	1	To be arranged			Staff
<b>CHEMISTRY (CHEM)</b>						
101-4	General Chemistry	1	8:55-10:10	M W F	Browne Aud	Scott
			7:30-10:10	Tu Th	P 200	Staff

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
<b>CHEMISTRY (CHEM) (Continued)</b>						
101-4	General Chemistry	2	8:55-10:10 7:30-10:10	M W F Tu Th	Browne Aud P 206	Scott Staff
101-4	General Chemistry	3	8:55-10:10 7:30-10:10	M W F Tu Th	Browne Aud P 213	Scott Staff
101-4	General Chemistry	4	10:20-11:35 10:20-1:00	M W F Tu Th	Browne Aud P 200	Sellers Staff
T-101-4	General Chemistry	5	10:20-11:35 10:20-1:00	M W F Tu Th	Browne Aud P 206	Sellers Staff
T-101-4	General Chemistry	6	10:20-11:35 10:20-1:00	M W F Tu Th	Browne Aud P 213	Sellers Staff
113-5	Inorganic and Qualitative Analysis	1	8:55-10:10 7:30-8:45 7:30-10:10	Tu Th Th M W F	P 204 P 204 P 200	Neckers Neckers Neckers
113-5	Inorganic and Qualitative Analysis	2	10:20-11:35 11:45-1:00 10:20-1:00	Tu Th Tu M W F	P 107 P 107 P 200	Van Lente Van Lente Staff
T-113-5	Inorganic and Qualitative Analysis	3	8:55-10:10 7:30-8:45 7:30-10:10	Tu Th Th M W F	P 204 P 204 P 213	Neckers Neckers Staff
235-5	General Quantitative Analysis	1	8:55-10:10 7:30-10:10	M W F Tu Th	P 204 P 103	Sellers Sellers
306-4	Organic Chemistry	1	8:55-10:10 7:30-10:10	M W F Tu Th	P 301 P 205	Hadley Hadley
401-3	General and Inorganic Chemistry Refresher	1	7:30-8:45	M W F	P 204	Trimble
404-3	(National Science Foundation) Organic Chemistry Refresher	1	7:30-8:45	M W F	P 107	Moulton
452-4	(National Science Foundation) Biochemistry	1	10:20-11:35 10:20-1:00	W F Tu Th	P 107 P 115	Scott Scott
460-5	Theoretical Chemistry	1	8:55-10:10 7:30-10:10	M W F Tu Th	P 107 P 104	Van Lente Van Lente
496-2-6	Chemical Problems	1	To be arranged			Staff
575-0-1	Graduate Seminar	1	To be arranged			Hadley
596-3-6	Advanced Chemical Problems	1	To be arranged			Staff
599-3-9	Research and Thesis	1	To be arranged			Staff

**CLOTHING and TEXTILES (C & T)**

129-1	Elementary Fashion Millinery (July 13-July 15)	1	9:00-12:00 1:00-4:00	MTuW MTu	M 105 M 105	Mansfield Mansfield
129-1	Elementary Fashion Millinery (July 13-July 17)	2	7:00-9:30 P.M.	MTuWThF	M 105	Mansfield
130-1	Advanced Fashion Millinery (July 15-July 17)	1	9:00-12:00 1:00-4:00	ThF WThF	M 105 M 105	Mansfield Mansfield
145-1	Elementary Flower Arrangement (June 22-June 24)	1	9:00-12:00 1:00-4:00	MTuW MTu	Ag Aud Ag Aud	Kistner Kistner
146-1	Advanced Flower Arrangement (June 24-June 26)	1	9:00-12:00 1:00-4:00	ThF WThF	Ag Aud Ag Aud	Kistner Kistner
326-5	Housing and Home Furnishings	1	1:10-2:25 1:10-3:50	M W F Tu Th	M 105 M 105	Evans Evans
371-6	Field Experience	1	To be arranged			Hoffman
582-4	Foundations of Fashion (June 22-July 17)	1	1:10-3:50	MTu ThF	M 111	Hoffman

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
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**COMMUNITY DEVELOPMENT INSTITUTE (C D)**

Students interested in majoring in Community Development should consult with Mr. Richard Poston, Director of Community Development, relative to specially designed courses of study.

**ECONOMICS (ECON)**

205-5	Survey of Economic Principles	1	8:55-10:10	MTuWThF	Ag 216	Spencer
205-5	Survey of Economic Principles	2	11:45-1:00	MTuWThF	Ag 216	Spencer
206-4	Economic Principles and Problems	1	7:30-8:45	MTu ThF	M 207	Allen
301-1-6	Economic Readings	1	To be arranged			Cochran
307-4	Economic & Business Statistics	1	7:30-8:45	M W F	Ag 216	Brunhild
			7:30-8:45	Tu Th	Bar G 104	Brunhild
307-4	Economic & Business Statistics	2	7:30-8:45	M W F	Ag 216	Brunhild
			11:45-1:00	Tu Th	Bar G 104	Brunhild
310-4	Labor Problems	1	10:20-11:35	MTu ThF	Ag 216	Morrison
315-4	Money & Banking I	1	11:45-1:00	MTu ThF	M 207	Morrison
445-2-8	South American Tour Study (Co-operative course)	1	To be arranged			Wiegand
470-3	Business Cycles	1	8:55-10:10	M W F	M 209	Cochran
490-4	Workshop in Economic Education (August 3-August 14)	1	8:55-11:35	MTuWThF	Ag 225	Brunhild
	(Also listed as Education 490)		1:40-4:00	MTuWThF	Ag 225	Brunhild
501-1-5	Economic Readings	1	To be arranged			Cochran
599-3-9	Thesis	1	To be arranged			Cochran

**EDUCATION ADMINISTRATION AND SUPERVISION (ED AD)**

100-3	Introduction to Education	1	7:30-8:45	MTu Th	Bar L 102	Fligor
T-100-3	Introduction to Education	2	10:20-11:35	Tu ThF	Bar M 118	Staff
331-3	American Public Education	1	11:45-1:00	Tu ThF	M 210	Warren
355-4	Philosophy of Education	1	7:30-8:45	MTuWTh	A 207	McClure
355-4	Philosophy of Education	2	8:55-10:10	MTuWTh	Bar L 103	Lawson
355-4	Philosophy of Education	3	10:20-11:35	MTuWTh	A 210	Moore
T-355-4	Philosophy of Education	4	10:20-11:35	MTuWTh	Bar M 117	Lawson
420-4	Legal Basis of American Education	1	11:45-1:00	MTuWTh	M 214	Beem
424-4	School Administration	1	8:55-10:10	MTuWTh	Bar L 104	Dey
456-4	School Supervision	1	7:30-8:45	MTuWTh	Bar L 103	Bracewell
500-4	Research Methods	1	8:55-10:10	MTuWTh	Bar M 118	Bach
502s-4	Seminar in Comparative Education (Soviet Russia)	1	10:20-11:35	MTuWTh	Bar L 101	Lean
534-4	School Finance	1	10:20-11:35	MTuWTh	Bar L 104	Beem
575A-2-4	Individual Research (Curriculum)	1	To be arranged			Staff
575B-2-4	Individual Research (Supervision)	1	To be arranged			Staff
575C-2-4	Individual Research (Buildings)	1	To be arranged			Staff
575D-2-4	Individual Research (Finance)	1	To be arranged			Staff
575E-2-4	Individual Research (School Law)	1	To be arranged			Staff
575F-2-4	Individual Research (Comparative Education)	1	To be arranged			Staff
575G-2-4	Individual Research (History of Education)	1	To be arranged			Staff
575H-2-4	Individual Research (Philosophy of Education)	1	To be arranged			Staff
575J-2-4	Individual Research (Administration)	1	To be arranged			Staff

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
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EDUCATION ADMINISTRATION AND SUPERVISION (ED AD) (Continued)

575K-2-4	Individual Research (Elementary Administration)	1	To be arranged			Staff
596-6-9	Independent Investigation	1	To be arranged			Staff
597-1-3	Thesis	1	To be arranged			Staff
598-1-3	Thesis	1	To be arranged			Staff
599-1-3	Thesis	1	To be arranged			Staff

ELEMENTARY EDUCATION (ED EL)

313-4	Children's Literature	1	7:30-8:45	MTuWTh	Bar K 115	Baker
314-4	Elementary School Methods	1	8:55-10:10	MTuWTh	Bar L 101	Bradfield
337-4	Reading in the Elementary School	1	10:20-11:35	MTuWTh	Bar L 102	Ragsdale
401-2	Workshop in Junior High Reading (Problems of Reading in Elementary School) (June 15-June 19)	1	9:00-12:00 1:00-4:00	MTuWThF MTuWThF	Lib Aud Lib Aud	Sochor Sochor
415-2	Improvement of Instruction in Arithmetic (July 27-August 7)	1	9:00-12:00	MTuWThF	Ag 142	Brueckner
433-4	Workshop in Elementary Education (Kindergarten-Primary) (July 6-July 31)	1	9:00-12:00	MTuWThF	Ag 225	Baker
435-4	Workshop in Elementary School Foreign Languages (June 23-July 17)	1	7:30-11:35	MTuWThF	Wh 212	Foreign Lang. Staff
441-4	Workshop in Teaching Elementary Science (June 23-July 3)	1	9:00-12:00 1:00-4:00	MTuWThF MTuWThF	U Sch 304 U Sch 304	Brown Brown
441-4	Workshop in Teaching Elementary Science (July 6-July 31)	2	1:00-4:00	MTuWThF	U Sch 304	Brown
461-4	Elementary School Curriculum	1	10:20-11:35	MTuWTh	Bar K 115	Lee
540-4	Developmental Reading	1	10:20-11:35	MTuWTh	Bar L 103	Brod
542-4	Language Arts in Elementary School	1	8:55-10:10	MTuWTh	Bar L 102	Ragsdale
543-4	Teaching Social Studies in the Elementary School	1	7:30-8:45	MTuWTh	Bar L 101	Randolph
557-4	Elementary Principalship	1	1:10-2:25	MTuWTh	Bar L 101	Bradfield

PRACTICE TEACHING

350b-4-16	Kind.-Pri. Stud. Teaching	1	To be arranged			Staff
350c-4-16	Kind.-Pri. Stud. Teaching	1	To be arranged			Staff
351a-4-16	Elem. Student Teaching General	1	To be arranged			Staff
351a-4-16	Elem. Student Teaching Art	2	To be arranged			Staff
351a-4-16	Elem. Student Teaching EMH	3	To be arranged			Staff
351a-4-16	Elem. Student Teaching Music	4	To be arranged			Staff
351a-4-16	Elem. Student Teaching Phys. Educ.	5	To be arranged			Staff
351a-4-16	Elem. Student Teaching Phys. Hand.	6	To be arranged			Staff
351a-4-16	Elem. Student Teaching Spch. Corr.	7	To be arranged			Staff
351b-4-16	Elem. Student Teaching General	1	To be arranged			Staff
351b-4-16	Elem. Student Teaching Art	2	To be arranged			Staff
351b-4-16	Elem. Student Teaching EMH	3	To be arranged			Staff
351b-4-16	Elem. Student Teaching Music	4	To be arranged			Staff
351b-4-16	Elem. Student Teaching Phys. Educ.	5	To be arranged			Staff
351b-4-16	Elem. Student Teaching Phys. Hand.	6	To be arranged			Staff
351b-4-16	Elem. Student Teaching Spch Corr.	7	To be arranged			Staff
351c-4-16	Elem. Student Teaching General	1	To be arranged			Staff
351c-4-16	Elem. Student Teaching Art	2	To be arranged			Staff
351c-4-16	Elem. Student Teaching EMH	3	To be arranged			Staff
351c-4-16	Elem. Student Teaching Music	4	To be arranged			Staff
351c-4-16	Elem. Student Teaching Phys. Educ.	5	To be arranged			Staff
351c-4-16	Elem. Student Teaching Phys. Hand.	6	To be arranged			Staff
351c-4-16	Elem. Student Teaching Spch. Corr.	7	To be arranged			Staff

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
<b>EDUCATION SECONDARY (ED S)</b>						
315-4	High School Methods	1	7:30-8:45	MTuW F	Bar M 117	Smith
315-4	High School Methods	2	8:55-10:10	MTu ThF	U Sch 41	Mees
407-4	Junior High School	1	7:30-8:45	MTu ThF	Bar L 104	Edwards
470-4	Extra Class Activities	1	10:20-11:35	TuWThF	U Sch 41	Neal
490-4	Workshop: Economic Education (August 3-August 14)	1	8:55-11:35 1:40-4:00	MTuWThF MTuWThF	Ag 225 Ag 225	Staff Staff
562-4	High School Curriculum Workshop (July 6-17)	1	9:00-12:00 1:00-4:00	MTuWThF MTuWThF	Ag 168 Ag 168	Fligor Fligor
564-4	High School Principalship	1	1:10-2:25	MTuWTh	Ag 224	Dykhouse
575A-4	Individual Research-Curriculum	1	To be arranged			Staff
575B-4	Individual Research-Supervision	1	To be arranged			Staff
575C-4	Individual Research-Language Arts	1	To be arranged			Staff
575D-4	Individual Research-Science	1	To be arranged			Staff
575E-4	Individual Research-Reading	1	To be arranged			Staff
575F-4	Individual Research-Social Studies	1	To be arranged			Staff
575G-4	Individual Research-Secondary Educ.	1	To be arranged			Staff
575H-4	Individual Research-Higher Education	1	To be arranged			Staff
575J-4	Individual Research-Junior College	1	To be arranged			Staff
580-4	Higher Education in the United States	1	10:20-11:35	MTuWTh	Ag 224	Samford
596-6-9	Independent Investigation	1	To be arranged			Staff
597-1-3	Thesis	1	To be arranged			Staff
598-1-3	Thesis	1	To be arranged			Staff
599-1-3	Thesis	1	To be arranged			Staff
600-32-48	Dissertation	1	To be arranged			Staff

NOTE: See JOURNALISM for Teaching High School Journalism, 422; and School Publications, 421.

#### PRACTICE TEACHING

352a-4-16	Sec. Student Teaching Agri.	1	To be arranged			Staff
352a-4-16	Sec. Student Teaching Art	2	To be arranged			Staff
352a-4-16	Sec. Student Teaching Biol.	3	To be arranged			Staff
352a-4-16	Sec. Student Teaching Bus.	4	To be arranged			Staff
352a-4-16	Sec. Student Teaching Chem.	5	To be arranged			Staff
352a-4-16	Sec. Student Teaching Econ.	6	To be arranged			Staff
352a-4-16	Sec. Student Teaching Eng.	7	To be arranged			Staff
352a-4-16	Sec. Student Teaching F. Lang.	8	To be arranged			Staff
352a-4-16	Sec. Student Teaching Gen. Sci.	9	To be arranged			Staff
352a-4-16	Sec. Student Teaching Geog.	10	To be arranged			Staff
352a-4-16	Sec. Student Teaching Govt.	11	To be arranged			Staff
352a-4-16	Sec. Student Teaching H. Educ.	12	To be arranged			Staff
352a-4-16	Sec. Student Teaching Hist.	13	To be arranged			Staff
352a-4-16	Sec. Student Teaching H. Econ.	14	To be arranged			Staff
352a-4-16	Sec. Student Teaching Ind. Educ.	15	To be arranged			Staff
352a-4-16	Sec. Student Teaching Jour.	16	To be arranged			Staff
352a-4-16	Sec. Student Teaching Math.	17	To be arranged			Staff
352a-4-16	Sec. Student Teaching Music	18	To be arranged			Staff
352a-4-16	Sec. Student Teaching Phys. Educ.	19	To be arranged			Staff
352a-4-16	Sec. Student Teaching Physics	20	To be arranged			Staff
352a-4-16	Sec. Student Teaching Soc.	21	To be arranged			Staff
352a-4-16	Sec. Student Teaching Soc. St.	22	To be arranged			Staff
352a-4-16	Sec. Student Teaching Speech	23	To be arranged			Staff
352a-4-16	Sec. Student Teaching Lib. Service	24	To be arranged			Staff
352b-4-16	Sec. Student Teaching Agri.	1	To be arranged			Staff
352b-4-16	Sec. Student Teaching Art	2	To be arranged			Staff
352b-4-16	Sec. Student Teaching Biol.	3	To be arranged			Staff
352b-4-16	Sec. Student Teaching Bus.	4	To be arranged			Staff
352b-4-16	Sec. Student Teaching Chem.	5	To be arranged			Staff
352b-4-16	Sec. Student Teaching Econ.	6	To be arranged			Staff
352b-4-16	Sec. Student Teaching Eng.	7	To be arranged			Staff
352b-4-16	Sec. Student Teaching F. Lang.	8	To be arranged			Staff
352b-4-16	Sec. Student Teaching Gen. Sci.	9	To be arranged			Staff
352b-4-16	Sec. Student Teaching Geog.	10	To be arranged			Staff
352b-4-16	Sec. Student Teaching Govt.	11	To be arranged			Staff
352b-4-16	Sec. Student Teaching H. Educ.	12	To be arranged			Staff

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
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EDUCATION SECONDARY (ED S) (Continued)

PRACTICE TEACHING (Continued)						
352b-4-16	Sec. Student Teaching Hist.	13	To be arranged			Staff
352b-4-16	Sec. Student Teaching H. Econ.	14	To be arranged			Staff
352b-4-16	Sec. Student Teaching Ind. Educ.	15	To be arranged			Staff
352b-4-16	Sec. Student Teaching Jour.	16	To be arranged			Staff
352b-4-16	Sec. Student Teaching Math.	17	To be arranged			Staff
352b-4-16	Sec. Student Teaching Music	18	To be arranged			Staff
352b-4-16	Sec. Student Teaching Phys. Educ.	19	To be arranged			Staff
352b-4-16	Sec. Student Teaching Physics	20	To be arranged			Staff
352b-4-16	Sec. Student Teaching Soc.	21	To be arranged			Staff
352b-4-16	Sec. Student Teaching Soc. St.	22	To be arranged			Staff
352b-4-16	Sec. Student Teaching Speech	23	To be arranged			Staff
352b-4-16	Sec. Student Teaching Lib. Service	24	To be arranged			Staff
352c-4-16	Sec. Student Teaching Agri.	1	To be arranged			Staff
352c-4-16	Sec. Student Teaching Art	2	To be arranged			Staff
352c-4-16	Sec. Student Teaching Biol.	3	To be arranged			Staff
352c-4-16	Sec. Student Teaching Bus.	4	To be arranged			Staff
352c-4-16	Sec. Student Teaching Chem.	5	To be arranged			Staff
352c-4-16	Sec. Student Teaching Econ.	6	To be arranged			Staff
352c-4-16	Sec. Student Teaching Eng.	7	To be arranged			Staff
352c-4-16	Sec. Student Teaching F. Lang.	8	To be arranged			Staff
352c-4-16	Sec. Student Teaching Gen. Sci.	9	To be arranged			Staff
352c-4-16	Sec. Student Teaching Geog.	10	To be arranged			Staff
352c-4-16	Sec. Student Teaching Govt.	11	To be arranged			Staff
352c-4-16	Sec. Student Teaching H. Educ.	12	To be arranged			Staff
352c-4-16	Sec. Student Teaching Hist.	13	To be arranged			Staff
352c-4-16	Sec. Student Teaching H. Econ.	14	To be arranged			Staff
352c-4-16	Sec. Student Teaching Ind. Educ.	15	To be arranged			Staff
352c-4-16	Sec. Student Teaching Jour.	16	To be arranged			Staff
352c-4-16	Sec. Student Teaching Math.	17	To be arranged			Staff
352c-4-16	Sec. Student Teaching Music	18	To be arranged			Staff
352c-4-16	Sec. Student Teaching Phys. Educ.	19	To be arranged			Staff
352c-4-16	Sec. Student Teaching Physics	20	To be arranged			Staff
352c-4-16	Sec. Student Teaching Soc.	21	To be arranged			Staff
352c-4-16	Sec. Student Teaching Soc. St.	22	To be arranged			Staff
352c-4-16	Sec. Student Teaching Speech	23	To be arranged			Staff
352c-4-16	Sec. Student Teaching Lib. Service	24	To be arranged			Staff

ENGLISH (ENG)

101-3	Freshman Composition	1	7:30-8:45	TuW F	M 308	Staff
T-101-3	Freshman Composition	2	7:30-8:45	Tu F	M 306a	Staff
			7:30-8:45	Th	M 306	Staff
T-102-3	Freshman Composition	1	7:30-8:45	M Th	M 308	Staff
			7:30-8:45	W	M 305a	Staff
102-3	Freshman Composition	2	10:20-11:35	M	M 301	Staff
			10:20-11:35	W F	M 306	Staff
103-3	Freshman Composition	1	8:55-10:10	M W F	M 305	Staff
103-3	Freshman Composition	2	8:55-10:10	Tu Th	M 305	Staff
			8:55-10:10	F	M 305a	Staff
103-3	Freshman Composition	3	11:45-1:00	TuW F	M 306	Staff
T-103-3	Freshman Composition	4	11:45-1:00	M W F	M 306a	Staff
T-205-3	Introduction to Poetry	1	7:30-8:45	Tu Th	M 305	Staff
			7:30-8:45	M	M 306	Staff
205-3	Introduction to Poetry	2	8:55-10:10	M W	M 301	Staff
			8:55-10:10	Th	M 308	Staff
205-3	Introduction to Poetry	3	10:20-11:35	MTu Th	M 306	Staff
206-3	Introduction to Drama	1	11:45-1:00	Tu F	M 301	Staff
			11:45-1:00	W	M 305a	Staff
T-206-3	Introduction to Drama	2	1:10-2:25	M WTh	M 308	Staff
209-3	Introduction to World Literature	1	10:20-11:35	W F	M 306a	Staff
			10:20-11:35	Tu	M 308	Staff
T-209-3	Introduction to World Literature	2	10:20-11:35	M W F	M 308	Staff
209-3	Introduction to World Literature	3	1:10-2:25	M Th	M 306	Staff
			1:10-2:25	W	M 305a	Staff
211-3	Introduction to Fiction	1	7:30-8:45	TuW F	M 306	Staff

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
<b>ENGLISH (ENG) (Continued)</b>						
T-211-3	Introduction to Fiction	2	8:55-10:10	TuW F	M 308	Staff
211-3	Introduction to Fiction	3	11:45-1:00	M Th	M 306	Staff
			11:45-1:00	W	M 305	Staff
211-3	Introduction to Fiction	4	1:10-2:25	TuW F	M 306	Staff
212-3	Introduction to Modern Literature	1	7:30-8:45	M WTh	M 306a	Staff
212-3	Introduction to Modern Literature	2	8:55-10:10	Tu ThF	M 301	Staff
T-212-3	Introduction to Modern Literature	3	10:20-11:35	Tu	M 305a	Staff
			10:20-11:35	Th	M 308	Staff
			10:20-11:35	F	M 305	Staff
T-212-3	Introduction to Modern Literature	4	11:45-1:10	M W F	M 308	Staff
212-3	Introduction to Modern Literature	5	1:10-2:25	Tu F	M 301	Staff
			1:10-2:25	W	M 305	Staff
300-3	Principles of Grammar	1	8:55-10:10	M W F	M 306a	Schnieder
309-4	American Literature to 1860	1	7:30-8:45	MTu ThF	M 301	Stibitz
310-4	American Literature Since 1860	1	10:20-11:35	MTuWTh	M 305	Webb
316-4	English Literature 1550-1750	1	10:20-11:35	TuWThF	M 301	Barbour
321-4	Victorian Poetry	1	11:45-1:10	MTu ThF	M 305	Partlow
361-4	Restoration Drama	1	1:10-2:25	MTu ThF	M 305	Winn
391-3	Usage in English	1	7:30-8:45	M W F	M 305	Winn
391-3	Usage in English	2	8:55-10:10	M	M 308	Camp
			8:55-10:10	Tu Th	M 306a	Camp
391-3	Usage in English	3	10:20-11:35	MTu Th	M 306a	Partlow
391-3	Usage in English	4	11:45-1:00	M WTh	M 301	Staton
391-3	Usage in English	5	1:10-2:25	M WTh	M 301	Simeone
T-391-3	Usage in English	6	1:10-2:25	Tu ThF	M 306a	Staff
400-4	Structural Linguistics	1	8:55-10:10	MTuWTh	M 305a	Cook
402-4	Chaucer	1	7:30-8:45	MTu ThF	M 305a	Krappe
408-4	Background American Literature	1	11:45-1:00	MTu ThF	M 305a	Stibitz
486-2	Workshop in High School English: The Teaching of Literature (June 22-June 26)	1	8:30-12:00	MTuWThF	Lib Aud	Gerber
			1:00-3:30	MTuWThF	Lib Aud	Gerber
487-2	Workshop in Jr. High School English: Improvement in Reading, Grades 7-9 (Also offered as Elementary Educa- tion 401) (June 15-June 19)	1	8:30-12:00	MTuWThF	Lib Aud	Sochor
			1:00-3:30	MTuWThF	Lib Aud	Sochor
*499-2-6	Readings in English	1	To be arranged			Staff
503-4	Melville	1	1:10-2:25	MTu ThF	M 305a	Webb
514-4	Problems in 17th Century Literature	1	10:20-11:35	M WThF	M 305a	Simeone
599-2-9	Thesis	1	To be arranged			Staff

\* Registration in English 499 is by permission of the chairman of the Department of English.

### FOODS and NUTRITION (F & N)

249-3	The School Lunch Program (July 6-July 10)	1	8:00-12:00 1:00-4:30	MTuWThF MTuWThF	Lib Aud Lib Aud	Harper Harper
580-4	Recent Development in Nutrition (July 20-August 14)	1	1:10-3:50	MTu ThF	M 107	Wharton

### FOREIGN LANGUAGE (FR) (GER) (GRK) (LATN) (RUSS) (SPAN)

435-4	Workshop in Elementary School Foreign Language (June 22-July 17)	1	7:30-11:35	MTuWThF	Wh 212	Hartwig
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#### FRENCH (FR)

*101-3	Beginning French	1	7:30-8:45	M W F	Wh 214	Peacock
*102-3	Beginning French	1	8:55-10:10	Tu Th	Wh 214	Peacock
*103-3	Beginning French	1	10:20-11:35	M W F	Wh 214	Peacock
			11:45-1:00	M	Wh 214	Peacock

\* To be taken as one unit for a total of 9 hours.

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
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**FOREIGN LANGUAGE (FR) (GER) (GRK) (LATIN) (RUSS) (SPAN) (Continued)**

103-3	Beginning French (3rd term)	1	8:55-10:10	M W F	Wh 207	Savignon
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**SPANISH (SPAN)**

445-2-8	South American Study Tour	1	To be arranged			Staff
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**FORESTRY (FOR)**

390-2-8	Special Studies	1	To be arranged			Staff
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**GEOGRAPHY (GEOG)**

100-5	Global Geography	1	8:55-10:10	MTuWThF	Ag 154	Nelson
100-5	Global Geography	2	10:20-11:35	MTuWThF	Ag 154	Schwartz
T-100-5	Global Geography	3	11:45-1:00	MTuWThF	Ag 154	Holz
101-5	Physical Geography	1	10:20-11:35	MTu ThF	Ag 144	Beveridge

211-5	Economic Geography	1	11:45-1:00	MTuWThF	Ag 146	Buzzard
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319-4	Historical Geography of the U.S.	1	8:55-10:10	MTu ThF	Ag 148	Buzzard
324-4	Conservation	1	7:30-8:45	MTu ThF	Ag 154	Krause
324-4	Conservation	2	7:30-8:45	MTu ThF	Ag 144	Staff
341-4	Teaching of Geography in Elementary School	1	8:55-10:10	MTu ThF	Ag 144	Krause

440-1-4	Readings	1	To be arranged			Cunningham
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522-4	Seminar: Asia	1	8:55-10:10	MTu ThF	Ag 146	Cunningham
530-1-4	Readings	1	To be arranged			Cunningham
599-2-6	Thesis	1	To be arranged			Staff

**GEOLOGY (GEOL)**

350-9	Field Geology	1	8:00-5:00	MTuWThF	Little Grassy Camp	Porter
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440-1-4.	Independent Study	1	To be arranged			Staff
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541-1-9	Research	1	To be arranged			Staff
599-1-9	Thesis	1	To be arranged			Staff

**GOVERNMENT (GOVT)**

101-5	Problems of American Democracy	1	7:30-8:45	MTuWThF	M 201	Staff
101-5	Problems of American Democracy	2	8:55-10:10	MTuWThF	M 201	Staff
101-5	Problems of American Democracy	3	1:10-2:25	MTuWThF	M 201	Staff
T-101-5	Problems of American Democracy	4	10:20-11:35	MTuWThF	M 102	Staff

231-5	American National Government	1	10:20-11:35	MTuWThF	M 201	Ridgeway
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300-4	American Government	1	11:45-1:00	MTu ThF	M 201	Karson
321-1-6	Readings in Government	1	To be arranged			Morton
330-2	Illinois Government	1	8:55-10:10	TuW	M 102	Howards
360-5	Public Administration	1	1:10-2:25	MTuWThF	M 102	Nigro
370-4	International Relations	1	7:30-8:45	MTu ThF	M 102	Klingberg

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
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**GOVERNMENT (GOVT) (Continued)**

445-2-8	South American Study Tour	1	To be arranged			Staff
456-4	British Commonwealth and Empire	1	11:45-1:00	MTu ThF	M 102	Wuest
T-460-4	Government of South Asia	1	2:35-3:50	MTuWTh	M 202	Gypta
466-3	State Government and Administration	1	8:55-10:10	M ThF	M 102	Alexander

521-1-6	Readings in Government	1	To be arranged			Morton
525-4	International Law	1	4:10-5:25	MTu Th	M 202	Zaslowski
530-4-12	Internship in Public Affairs	1	To be arranged			Staff
595-2-4	Individual Research	1	To be arranged			Staff
599-1-9	Thesis	1	To be arranged			Staff

**GUIDANCE (GUID)**

305-4	Educational Psychology	1	7:30-8:45	MTuW F	Bar M 118	Skinner
305-4	Educational Psychology	2	8:55-10:10	MTuW F	Ag 224	Skinner

*412-4	Mental Hygiene	1	10:20-11:35	MTuWTh	Ag 172	Kelley
420-4	Educational Statistics	1	8:55-10:10	MTuWTh	Bar K 115	Fitzpatrick
421-4	Tests & Measurements: Secondary School	1	7:30-8:45	M WThF	Bar K 114	Orton
422-4	Tests & Measurements: Elementary School	1	10:20-11:35	M WThF	Bar K 114	Orton
422-4	Tests & Measurements: Elementary School	2	7:30-8:45	MTu ThF	Ag 146	Russell
426-4	Individual Inventory	1	7:30-8:45	MTuWTh	Ag 148	Poirier
442-4	Basic Principles of Guidance	1	11:45-1:00	TuWThF	Bar K 114	Trueblood
481-4	Seminar on a Selected Topic (June 21-July 3)	1	7:30 A.M.-5:00 P.M.	MTuWThF	Woody Hall	Renzaglia

501-2-6	Special Research Problems	1	To be arranged			Staff
521-4	Design of Experience in Education	1	7:30-8:45	MTuWTh	Ag 218	Fitzpatrick
523-4	Measurements of Interests and Aptitude	1	7:30-8:45	MTuWTh	M 202	Rector
526-4	Techniques in Individual Guidance	1	11:45-1:00	MTuW F	Ag 218	Thalman
537-4	Counseling Theory and Practice I	1	10:20-1:00	M W	Ag 148	Meek
541-4	Occupational Information and Guidance	1	1:10-2:25	MTuWTh	Ag 148	Ramp
543-4	Guidance through Groups	1	8:55-10:10	MTu ThF	Bar K 114	Phelps
545A-4	Seminar: Problems in Guidance	1	10:20-1:00	Tu Th	Ag 148	Meek
562A-4	Child Development in Education	1	8:55-10:10	MTuWTh	Bar M 117	Lee

\* Same as Psyc. 432

**HEALTH EDUCATION (H ED)**

100-4	Healthful Living	1	7:30-8:45	MTuWTh	Har 101	Vaughan
100-4	Healthful Living	2	10:20-11:35	MTuWTh	Little Grassy	Richardson
T-100-4	Healthful Living	3	8:55-10:10	MTuW F	Har 101	Steinberg
T-100-4	Healthful Living	4	8:55-10:10	MTuW F	A 106	Denny
T-100-4	Healthful Living	5	10:20-11:35	MTuW F	Har 101	Franklin

205-4	Introduction to Health Education	1	7:30-8:45	MTuWTh	A 106	Richardson
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302-4	Driver Education	1	8:55-10:10	MTu ThF	105 E Grand	Aaron
313-4	Introduction to Safety Education	1	1:10-2:25	MTu ThF	105 E Grand	Aaron
323-4	Methods & Materials in Safety Educ.	1	11:45-1:00	MTu ThF	105 E Grand	Aaron
334-4	First Aid	1	7:30-8:45	MTu ThF	105 E Grand	Bridges
334-4	First Aid	2	11:45-1:00	MTuWTh	Little Grassy	Richardson
350-4	Methods & Materials in Health Educ.	1	10:20-11:35	MTuWTh	M 214	Phillips

443-4	Methods & Materials in Driver Educ.	1	10:20-11:35	MTu ThF	105 E Grand	Bridges
*461-4	Workshop in Health Education (June 22-July 17)	1	1:10-4:30	MTuWThF	Ag 142 all day	Grisson

(Plus Ag 150, 172, 216, and 218 P.M.)

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
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HEALTH EDUCATION (H ED) (Continued)

*462-4	Workshop in Health Education (June 22-July 17)	1	1:10-4:30	MTuWThF	Ag 142 all day (Plus Ag 150, 172, 216, and 218 P.M.)	Grissom
*463-4	Workshop in Health Education (June 22-July 17)	1	1:10-4:30	MTuWThF	Ag 142 all day (Plus Ag 150, 172, 216, and 218 P.M.)	Grissom
471-4	Organization & Administration of School Health	1	8:55-10:10	MTuWTh	A 207	Vaughan
500-4	Community Organization for Health Education	1	8:55-10:10	MTuWTh	Har 201	Grissom
520-4	Special Projects	1	To be arranged			Boydston

\* Students may register for only one of these courses.

HISTORY (HIST)

102-3	Survey of World Civilization	1	1:10-2:25	M W F	Browne Aud	Rothenberg
*201-5	U.S. History to 1865	1	7:30-8:45	MTuWTh	Browne Aud	Adams
*202-5	U.S. History Since 1865	1	11:45-1:00	TuWThF	Browne Aud	Briggs
212-4	History of Europe Since 1815	1	8:55-10:10	MTuW F	M 207	Rothenberg
405-3	Civil War and Reconstruction	1	10:20-11:35	Tu ThF	M 209	Adams
410-2-5	Special Readings in History	1	To be arranged			Staff
415-3	The Age of the Renaissance	1	7:30-8:45	MTu Th	M 209	Rothenberg
444-3	History of the West (Far West)	1	8:55-10:10	M W F	M 206	Briggs
510-2-5	Readings in History	1	To be arranged			Staff
599-3-9	Thesis	1	To be arranged			Staff

\* For the fifth hour the members of the class will be divided into small recitation and quiz groups at one of the following designated periods:

201	Friday	7:30-8:45	Main 209
201	Thursday	8:55-10:10	Main 206
201	Friday	10:20-11:35	Main 206
202	Friday	1:10-2:25	Main 207
202	Monday	7:30-8:45	Main 206
202	Monday	11:45-1:00	Main 206

HOME ECONOMICS EDUCATION (H E ED)

415-1	Introduction to Graduate Study	1	11:45-1:00	W	M 104	Fults
500-4	Research Methods	1	7:30-8:45	M F	M 104	Fults
			7:30-10:10	W	M 104	Fults
599-2-4	Thesis	1	To be arranged			Fults

HOME and FAMILY (H & F)

227-3	Family Living	1	8:55-10:10	MTu Th	M 104	Quigley
300-3	Home Economics for Men	1	11:45-1:00	MTu F	M 104	Crouse
424-4	Selection, Use, and Care of Appliances (July 20-August 14)	1	8:55-11:35	MTu ThF	M 107	Johnston
435-4	Work Simplification in Home Management (June 23-July 17)	1	8:55-11:35	MTu ThF	M 107	Johnston

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
<b>INDUSTRIAL EDUCATION (I ED)</b>						
145-4	Basic Electricity	1	7:30-10:10	MTu ThF	Bar D 106	Culpepper
302-4	Construction Methods for Primary Teachers	1	10:20-1:00	MTu ThF	Bar D 110	Shake
303-4	Diversified Crafts for Teachers and Recreational Leaders	1	7:30-10:10	MTu ThF	Bar D 110	Shake
303-4	Diversified Crafts for Teachers and Recreational Leaders	2	To be arranged		Little Grassy Lake	Jenkins
313-4	Furniture Construction and Cabinet Making	1	1:10-3:50	MTu ThF	Bar D 102	Erickson
319-4	Industrial Internship	1	To be arranged			Gallington
322-4	Machine Shop III	1	1:10-3:50	MTu ThF	Bar D 109	Schroeder
325-4	Advanced Machine Shop	1	1:10-3:50	MTu ThF	Bar D 109	Schroeder
329-4	General Metal II	1	7:30-10:10	MTu ThF	Bar D 107	Johnson
344-4	Communication Equipment	1	10:20-1:00	MTu ThF	Bar D 106	Culpepper
345-4	Industrial Electronics	1	10:20-1:00	MTu ThF	Bar D 106	Culpepper
360-4	Special Advanced Machine Shop	1	1:10-3:50	MTu ThF	Bar D 109	Schroeder
430-2-6	Special Problems in Arts & Industry	1	To be arranged			Gallington
496-4	Selection & Organization of Subject Matter	1	7:30-8:45	MTu ThF	Bar E 110	Ramp
500-2-4	Special Investigation in Industrial Education	1	To be arranged			Gallington
505-4	Supervision of Industrial Education	1	8:55-10:10	MTu ThF	Bar E 110	Staff
541-4	Occupational Information & Guidance	1	1:10-2:25	MTu ThF	Bar E 110	Ramp
590-3-6	Research in Industrial Education	1	To be arranged			Gallington
599-1-9	Thesis	1	To be arranged			Gallington
<b>INSTRUCTIONAL MATERIALS (I M)</b>						
303-4	School Library Functions and Management	1	7:30-8:45	MTuWTh	Lib 112	Fletcher
405-4	Library Materials for Children	1	10:20-11:35	MTuWTh	Lib 112	Fletcher
417-4	Audio-Visual Methods in Education	1	8:55-10:10	MTuWTh	Lib 112	Wendt
445-4	Preparation of Teacher Made Materials (June 22-July 17)	1	1:00-4:00	MTuWThF	A V Lab	Butts
546-4	Integ. A-V Materials	1	8:55-10:10	MTuWTh	M 203a	Butts
548-4	Supervision and Administration of Audio-Visual	1	10:20-11:35	MTuWTh	M 203a	Ingli
<b>JOURNALISM (JRNL)</b>						
201-3	Newswriting & Editing I	1	To be arranged		J Bar	Clayton
202-3	Newswriting & Editing II	1	To be arranged		J Bar	Clayton
260A-3	Beginning Photography	1	8:55-10:10	M W F	Bar F	England
390-3	Advanced Reporting	1	To be arranged		J Bar	Clayton
392-3	Reporting Special Events	1	To be arranged		J Bar	Clayton
421-4	School Publications	1	8:55-10:10	MTu ThF	J Bar	Grubb
422-3	Teaching High School Journalism	1	10:20-11:35	M W F	J Bar	Grubb
432-3	Communication Agencies and Public Opinion	1	7:30-8:45	M W F	J Bar	Long
533-1-3	Research Problems	1	To be arranged			Long
599-1-3	Thesis	1	To be arranged			Long

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
<b>MANAGEMENT (MGT)</b>						
170-4	Introduction to Business	1	7:30-8:45	MTuW F	Ag 214	Buboltz
271-4	Business Writing	1	7:30-8:45	MTu ThF	Ag 153	Goudy
320-5	Corporation Finance	1	10:20-11:35	MTuWThF	A 207	Buboltz
340-4	Business Organization & Management	1	8:55-10:10	MTuWTh	Ag 218	Hong
364-3-14	Small Business Management Internship I	1	To be arranged			Bedwell
371-4	Business Law I	1	10:20-11:35	MTu ThF	Ag 153	Goudy
380-4	Production Management	1	7:30-8:45	M WThF	Ag 116	Stamberg
385-4	Personnel Management	1	11:45-1:00	MTu ThF	A 207	Kovarsky
501-2-5	Individual Research	1	To be arranged			Hong
599-2-9	Thesis	1	To be arranged			Hong
<b>MARKETING (MKTG)</b>						
330-5	Principles of Marketing	1	1:10-2:25	MTuWThF	P 111	Benson
331-4	Retailing	1	7:30-8:45	TuWThF	M 206	Seepe
333-4	Principles of Advertising	1	11:45-1:00	TuWThF	P 111	Benson
337-4	Salesmanship	1	10:20-11:45	MTuWTh	M 102a	Hoffman
463-3	Advertising Management	1	8:55-10:10	TuWTh	M 214	Seepe
<b>MATHEMATICS (MATH)</b>						
106a-4	General Math I	1	8:55-10:10	MTu ThF	M 314	Staff
106a-4	General Math I	2	11:45-1:00	MTu ThF	M 311	Staff
T-106a-4	General Math I	3	1:10-2:35	MTuW F	M 309	Staff
106c-4	General Math I (Pre-111)	1	8:55-10:10	MTu ThF	M 309	Staff
107a-4	General Math II	1	11:45-1:00	MTuW F	M 310	Staff
111-5	Elementary Analysis I	1	10:20-11:35	MTuWThF	M 314	Staff
T-111-5	Elementary Analysis I	2	10:20-11:35	MTuWThF	M 309	Staff
112-5	Elementary Analysis II	1	1:10-2:35	MTuWThF	M 311	Staff
113-5	Elementary Analysis III	1	10:20-11:35	MTuWThF	M 311	Staff
T-113-5	Elementary Analysis III	2	10:20-11:35	MTuWThF	M 310	Staff
210-4	Teaching Elementary Mathematics	1	7:30-8:45	MTu ThF	M 314	Staff
210-4	Teaching Elementary Mathematics	2	1:10-2:35	MTu ThF	M 314	Staff
220-4	Elementary Statistics	1	11:45-1:10	MTuWThF	M 309	Staff
251-4	Calculus I	1	7:30-8:45	MTu ThF	M 311	Staff
252-4	Calculus II	1	8:55-10:10	MTu ThF	M 311	Staff
253-4	Calculus III	1	11:45-1:10	MTu ThF	M 314	Staff
*395-2-4	Readings in Mathematics	1	To be arranged			Staff
425-3	Theory of Numbers	1	8:55-10:10	M W F	M 310	Staff
*440-3	Modern Algebra for Teachers	1	1:10-2:35	M W F	M 310	Staff
470-3	Topics for Physical Science	1	7:30-8:45	M W F	M 309	Staff
550-1-2	Seminar in Teaching Mathematics	1	1:10-3:50	Th	M 309	Staff
595-2-6	Special Projects	1	To be arranged			Staff
599-2-9	Thesis in Mathematics	1	To be arranged			Staff

\* For Special Graduate Minor. Admission by consent of chairman of department.

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
<b>MICROBIOLOGY (MICR)</b>						
511	Research	1	To be arranged			Staff
528-1-10	Readings in Microbiology (National Science Foundation)	1	To be arranged			Staff
550-4	Microbiology for High School Teachers (National Science Foundation)	1	10:20-11:35 8:55-11:35	M W Tu Th	LS G-16 LS G-6	McClary McClary
552-1	Seminar in Biological Science (for High School Teachers) (National Science Foundation)	1	11:45-1:00	M	LS G-16	Peters
599-3-9	Thesis	1	To be arranged			Staff
<b>MUSIC (MUS)</b>						
001-1	Band	1	1:10-2:25	Tu Th	Aud Stage	Canedy
002-1	Chorus	1	1:10-2:25	W F	Alg 115	Hines
003-1	Orchestra	1	1:10-2:25	M	Aud Stage	Ficocelli
			7:00-9:30 P.M.	Tu	Aud Stage	Ficocelli
010A-1	Class Violin	1	7:30-8:45	M W F	Aud 111	Ficocelli
010B-1	Class Viola	1	7:30-8:45	M W F	Aud 111	Ficocelli
010C-1	Class Cello	1	7:30-8:45	M W F	Aud 111	Ficocelli
010D-1	Class String Bass	1	7:30-8:45	M W F	Aud 111	Ficocelli
011-2 or 4	Private Violin	1	To be arranged		Aud 111	Staff
013-2 or 4	Private Cello	1	To be arranged		Aud 111	Staff
020C-1	Class Clarinet	1	7:30-8:45	M W F	Aud 202	Barnes
020D-1	Class Bassoon	1	7:30-8:45	M W F	Aud 202	Barnes
020E-1	Class Saxophone	1	7:30-8:45	M W F	Aud 202	Barnes
021-2 or 4	Private Flute	1	To be arranged		Alg 233	Bottje
031-2 or 4	Private Percussion	1	To be arranged		Aud 204	Canedy
040-1	Class Piano	1	8:55-10:10	M W F	Alg 301	Wharton
041-2 or 4	Private Piano	1	To be arranged		Alg 245	Denker
041-2 or 4	Private Piano	2	To be arranged		Alg 244	Mueller
060-1	Class Voice	1	7:30-8:45	Tu Th	Alg 115	Hines
061-2 or 4	Private Voice	1	To be arranged		Alg 246	Taylor
071-2 or 4	Private Organ	1	To be arranged		Alg 237	Morgan
NOTE: Additional courses in private or class instruments will be offered to qualified students after consultation with the Chairman of the Department of Music. All class instruments and voice students are reminded of the requirement of at least one hour of private practice per day. Air-conditioned practice rooms will be assigned on the first day of the summer session at the Department of Music Office.						
100-3	Music Understanding	1	7:30-8:45	M W F	Alg 115	Staff
205-4	Theory of Music	1	8:55-10:10	MTuWThF	Alg 106	Staff
206-4	Theory of Music	1	8:55-10:10	MTuWThF	Alg 106	Staff
207-4	Theory of Music	1	8:55-10:10	MTuWThF	Alg 106	Staff
300B-3	Music Education (Elementary)	1	7:30-8:45	M W F	Alg 116	Thomas
307-4	Recreational Music	1	8:55-10:10	MTu ThF	Alg 248	McIntosh
*318-2	Conducting	1	To be arranged			Staff
346-2-8	Opera Workshop	1	2:30-4:30 7:00-10:00 P.M.	MTuWThF MTuWThF	Alg 247 Alg 115	Taylor Taylor
411-3	Symphonic Literature	1	8:55-10:10	M W F	Alg 106	Staff
442-2	18th Century Counterpoint	1	10:20-11:35	Tu Th	Alg 106	Bruinsma
455-2	Elementary Music Education	1	9:00-12:00	MTuWThF	Alg 248	Zander
	Workshop (June 22-June 26)		1:30-3:30	MTuWThF	Alg 248	Zander
471-2	Private Piano	1	To be arranged		Alg 244	Mueller
472-2	Private Voice	1	To be arranged		Alg 246	Taylor
473A-2	Private Violin	1	To be arranged		Aud 111	Ficocelli
474A-2	Private Flute	1	To be arranged		Alg 233	Bottje
476-2	Private Organ	1	To be arranged		Alg 237	Morgan
501-3	Introduction to Graduate Study	1	8:55-10:10	M W F	Hum Sem Rm	Morgan
502-3	History & Analysis of Style	1	10:20-11:35	M W F	Alg 106	Mueller
531-3	Advanced Composition	1	To be arranged		Alg 233	Bottje

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
<b>MUSIC (MUS) (Continued)</b>						
553-3	Seminar in Choral Materials & Techniques (July 6-July 17)	1	1:00-4:00	MTuWThF	Alg 115	Hines, Taylor,
554-3	Seminar in Instrumental Materials & Techniques (July 6-July 17)	1	9:00-12:00	MTuWThF	Alg 116 Aud 204	& Thomas Canedy, Barnes
556-2	Advanced Conducting	1	To be arranged			Staff
560-2-3	Seminar in Music Education	1	To be arranged			Taylor, Thomas
566-1	Instrumental Ensemble (Band)	1	1:00-2:30	Tu Th	Aud Stage	Staff
566-1	Instrumental Ensemble (Orchestra)	2	1:00-2:30	M	Aud Stage	Ficocelli
			7:00-9:30 P.M.	Tu	Aud Stage	Ficocelli
567-1	Vocal Ensemble	1	1:00-2:30	W F	Alg 115	Hines
568-2-8	Opera Workshop	1	2:30-4:30	MTuWThF	Alg 247	Taylor
			7:00-10:00 P.M.	MTuWThF	Alg 115	Taylor
571-4	Private Piano	1	To be arranged		Alg 245	Denker
572-4	Private Voice	1	To be arranged		Alg 246	Taylor
576-4	Private Organ	1	To be arranged		Alg 237	Morgan
599-3-6	Thesis	1	To be arranged		Alg 103	Bruinsma & Staff

\* Offered on individual instruction basis to qualified students who have permission of Department Chairman.

PHILOSOPHY (PHIL)

120-2	Practical Logic I	1	8:55-10:10	Tu Th	A 210	Moore
140-2	Ideas of Good and Evil	1	7:30-8:45	Tu Th	A 210	Plochmann
355-4	Philosophy of Education	1	7:30-8:45	MTuWTh	A 207	McClure
355-4	Philosophy of Education	3	10:20-11:35	MTuWTh	A 210	Moore
490-2-4	Special Problems	1	To be arranged		A 208	Plochmann
590-2-5	General Graduate Seminar	1	To be arranged		A 208	Staff
591-1-5	Readings in Philosophy	1	To be arranged		A 208	Staff
599-3-6	Thesis	1	To be arranged		A 208	Staff

PHYSICAL EDUCATION—MEN (PEM)

**115-2	MM-Coach Baseball	1	8:55-10:10	MTuWTh	M 202	Martin
151-1	Freshman Required P.E. (Recreational Games)	1	8:55-10:10	M WTh	Gym 207	Staff
*204-1	Elementary Swimming	1	10:20-11:35	M W	Pool	Staff
*204-1	Elementary Swimming	2	11:45-1:00	Tu Th	Pool	Staff
*205-1	Advanced Swimming	1	10:00-10:50	TuWTh	Little Grassy Camp Beach No 1	Franz
208-1	American Square Dances and Mixers	1	7:15-9:15 P.M.	Tu	Little Grassy	Staff
240-1	Golf Techniques	1	10:20-11:35	M W	Gym 207	Staff
249-1	Adapted Physical Education	1	11:45-1:00	M W	Gym 207	Staff
251-1	Sophomore Required P.E. (Recreational Skills)	1	7:30-8:45	M W	Gym 207	Staff
251-1	Sophomore Required P.E. (Fly & Bait Casting)	2	3:00-5:20	M	Little Grassy-SIU Camp Dining Hall	Wilkinson
251-1	Sophomore Required P.E. (Canoeing & Boating-Fee Required)	3	11:00-12:00	TuWTh	Little Grassy Camp Beach No 1	Franz
251-1	Sophomore Required P.E. (Riflery)	4	1:00-2:20	Tu	Little Grassy Rifle Range	Wilkinson
251-1	Sophomore Required P.E. (Fly & Bait Casting)	5	8:55-10:10	Tu Th	Gym 207	Staff
*317-1	Life Saving & Water Safety	1	4:00-4:50	TuWTh	Little Grassy-SIU Camp Beach No 1	Wilkinson

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
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**PHYSICAL EDUCATION—MEN (PEM) (Continued)**

**341-3	Principles of Physical Education	1	7:30-8:45	MTuW	Gym 203	Lingle
**376-3	Emergency Care & Prevention of Athletic Injuries	1	10:20-11:35	MTuW	Gym 204	Lingle
*377-1	Horseback Riding (Fee Required)	1	4:00-4:50	M W	Little Grassy Stables	Franz
400-4	Evaluation in Physical Education	1	8:55-10:10	MTuWTh	Gym 204	Shea
404-4	Workshop: Teaching of Sports (June 22-July 16)	1	8:55-11:35	MTuWTh	Gym 203	Piccone, Gallatin
500-4	Techniques of Research	1	7:30-8:45	MTuWTh	Gym 204	Zimmerman
501-4	Curriculum in Physical Education	1	10:20-11:35	MTuWTh	Gym 206	Davies
502-4	Foundation Skills	1	11:45-1:00	MTuWTh	Gym 204	Bender
T-507-4	Workshop: Scientific Basis of Athletic Training	1	1:10-3:50	MTuWTh	Gym 203	Bender, Spackman

\* Will be accepted in lieu of P.E. 151 or P.E. 251 Required Physical Education.

\*\* For P.E. Majors and Minors only.

**PHYSICAL EDUCATION—WOMEN (PEW)**

100-1	Beginning Swimming	1	7:30-8:45	M W F	Pool	Evans
103-1	Volleyball & Folk Dance	1	11:45-1:00	M W F	Gym	Evans
201A-1	Adapted Physical Education	1	By pre-registration appointment			Davies
202A-1	Adapted Physical Education	1	By pre-registration appointment			Davies
203A-1	Adapted Physical Education	1	By pre-registration appointment			Davies
205-1	Intermediate Swimming	1	7:30-8:45	M W	Pool	Davies
205-1	Intermediate Swimming	2	10:00-11:00	TuWTh	Little Grassy Beach No 1	Franz
208-1	American Square Dances & Mixers	1	7:15-9:15	Tu	Little Grassy	Staff
215-1	Badminton	1	11:45-1:00	Tu Th	Gym	Davies
T-215-1	Badminton	2	8:55-10:10	M W	Gym	Staff
216-1	Tennis	1	7:30-8:45	Tu Th	Gym	Evans
216-1	Tennis	2	10:20-11:35	M W	Gym	Evans
222-1	Golf	1	10:20-11:35	Tu Th	Gym 114	Evans
222-1	Golf	2	11:45-1:00	Tu Th	Gym 114	Evans
T-222-1	Golf	3	7:30-8:45	M W	Gym 114	Staff
317-1	Life Saving & Water Safety	1	4:00-5:15	TuWTh	Little Grassy Beach No 1	Wilkinson
319-4	Teaching Elem. School Group Act.	1	7:30-8:45	MTuWTh	Gym 206	Dempsey
319-4	Teaching Elem. School Group Act.	2	8:55-10:10	M WThF	Gym 114	Dempsey
T-319-4	Teaching Elem. School Group Act.	3	1:10-2:35	MTuWTh	Gym 114	Staff
360-4	Physical Education Program for Girls in Jr. & Sr. High School (June 22-July 17)	1	1:00-4:00	MTuWTh	Gym 204	Staff
*377-1	Horseback Riding	1	4:00-5:15	M W	Little Grassy Stables	Franz
*378-1	Canoeing & Boating	1	11:00-12:15	TuWTh	Little Grassy Beach No 1	Wilkinson
400-4	Evaluation in Physical Education	1	8:55-10:10	MTuWTh	Gym 204	Shea
500-4	Techniques in Research	1	7:30-8:45	MTuWTh	Gym 204	Zimmerman
501-4	Curriculum in Physical Education	1	10:20-11:35	MTuWTh	Gym 206	Davies
502-4	Foundation Skills	1	11:45-1:00	MTuWTh	Gym 204	Bender
525-1-6	Readings in Physical Education	1	By appointment			Staff
599-3-9	Thesis	1	By appointment			Staff

\* Fee Required

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
<b>PHYSICS (PHYS)</b>						
101-4	Survey Course	1	7:30-8:45	MTu ThF	P 308	Staff
			7:30-10:10	W	P 317	Staff
101-4	Survey Course	2	10:20-11:35	MTuWTh	P 308	Staff
			8:55-11:35	F	P 317	Staff
T-101-4	Survey Course	3	11:45-1:00	MTuW F	P 308	Staff
			10:20-1:00	Th	P 317	Staff
102-4	Survey Course	1	7:30-8:45	M WThF	P 309	Staff
			7:30-10:10	Tu	P 317	Staff
T-102-4	Survey Course	2	10:20-11:35	TuWThF	P 309	Staff
			8:55-11:35	M	P 317	Staff
312-5	Radio	1	7:30-8:45	MTuW F	P 301	Staff
			7:30-10:10	Th	P 318	Staff
420-2-5	Special Projects	1	To be arranged			Staff
520-2-5	Special Projects	1	To be arranged			Staff
590-1-9	Physics Thesis	1	To be arranged			Staff
<b>PHYSIOLOGY (PHSL)</b>						
450-4	Special Problems	1	To be arranged	MTuWTh	LS 117	Kaplan
590-3-5	Research	1	To be arranged	MTuWThF	To be arranged	Kaplan
<b>PLANT INDUSTRIES (PL I)</b>						
304-3	Landscape Gardening	1	10:20-11:35	MTu ThF	Ag 195	Tucker
304-3	Landscape Gardening (August 17-28)	2	8:00-12:00	MTuWThF	Ag 195	Tucker
390-2-8	Special Studies	1	To be arranged			Staff
438-3	Advanced Vegetable Crops	1	7:30-8:45	MTuWTh	Ag 181	Andrew
520-1-6	Readings	1	To be arranged			Staff
575-1-6	Research	1	To be arranged			Staff
599-6-9	Thesis	1	To be arranged			Staff
<b>PRINTING and PHOTOGRAPHY (P &amp; P)</b>						
114B-3	Composing Machines I	1	To be arranged		Print Shop VTI	Brown
115B-3	Composing Machines II	1	To be arranged		Print Shop VTI	Brown
116B-3	Composing Machines III	1	To be arranged		Print Shop VTI	Brown
260A-3	Beginning Photography	1	8:55-10:10	M W F	Bar F	England
260A-3	Beginning Photography	2	8:55-10:10	M W F	Little Grassy	Horrell
341A-3	Cinematography I	1	1:10-3:00	M W F	Bar F	Mercer
<b>PSYCHOLOGY (PSYC)</b>						
201-4	The Human Personality	1	7:30-8:45	MTuWTh	Ag 168	Westberg
201-4	The Human Personality	2	8:55-10:10	MTuW F	Ag 214	Melton
201-4	The Human Personality	3	10:20-11:35	M WThF	Ag 214	Goldiamond

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
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**PSYCHOLOGY (PSYC) (Continued)**

T-201-4	The Human Personality	4	7:30-8:45	MTuWTh	L S G-16	Staff
T-201-4	The Human Personality	5	10:20-11:35	MTuWTh	Ag 116	Staff
301-4	Child Psychology	1	7:30-8:45	MTu ThF	Ag 172	Martire
T-301-4	Child Psychology	2	8:55-10:10	MTu ThF	Ag 172	Staff
431-4	Psychopathology	1	7:30-8:45	M WThF	M 214	Schaeff
*432-4	Mental Hygiene	1	10:20-11:35	MTuWTh	Ag 172	Kelley
461-4	Social Psychology I	1	8:55-10:10	M WThF	A 102	Lyle
490-1-4	Independent Projects	1	To be arranged			Staff
590A-1-14	Readings—General Psyc.	1	To be arranged			Staff
590B-1-14	Readings—Exp. Psyc.	1	To be arranged			Staff
590C-1-14	Readings—Res. & Des. Meth.	1	To be arranged			Staff
590D-1-14	Readings—Personality	1	To be arranged			Staff
590E-1-14	Readings—Clinical Psyc.	1	To be arranged			Staff
590F-1-14	Readings—Couns. Psyc.	1	To be arranged			Staff
590G-1-14	Readings—Social Psyc.	1	To be arranged			Staff
590H-1-14	Readings—Indust. Psyc.	1	To be arranged			Staff
590J-1-14	Readings—Child Psyc.	1	To be arranged			Staff
590K-1-14	Readings—Sch.-Com. Ment. Hth. Psyc.	1	To be arranged			Staff
591A-1-14	Research—General Psyc.	1	To be arranged			Staff
591B-1-14	Research—Exp. Psyc.	1	To be arranged			Staff
591C-1-14	Research—Methodology	1	To be arranged			Staff
591D-1-14	Research—Personality	1	To be arranged			Staff
591E-1-14	Research—Clinical Psyc.	1	To be arranged			Staff
591F-1-14	Research—Couns. Psyc.	1	To be arranged			Staff
591G-1-14	Research—Social Psyc.	1	To be arranged			Staff
591H-1-14	Research—Indust. Psyc.	1	To be arranged			Staff
591J-1-14	Research—Child Psyc.	1	To be arranged			Staff
591K-1-14	Research—Sch.-Com. Ment. Hth. Psyc.	1	To be arranged			Staff
593E-1-14	Pract.—Clinical Psyc.	1	To be arranged			Staff
593F-1-14	Pract.—Couns. Psyc.	1	To be arranged			Staff
593G-1-14	Pract.—Social Psyc.	1	To be arranged			Staff
593H-1-14	Pract.—Indust. Psyc.	1	To be arranged			Staff
593J-1-14	Pract.—Child Psyc.	1	To be arranged			Staff
593K-1-14	Pract.—Sch.-Com. Ment. Hyg. Psyc.	1	To be arranged			Staff
593L-1-14	Pract.—Teaching Psyc.	1	To be arranged			Staff
593M-1-14	Pract.—Rehabilitation	1	To be arranged			Staff
593N-1-14	Pract.—Rehab. Couns.	1	To be arranged			Staff
595A-4	Seminar—Clinical Psyc.	1	10:20-11:35	MTu ThF	Ag 218	Martire
595D-4	Seminar—Indust. Psyc.	1	7:30-8:45	M WThF	M 307	Melton
599-1-9	Thesis	1	To be arranged			Staff

600-1-14 Dissertation 1 To be arranged Staff

\* Same as Guid. 412

**RADIO-TELEVISION (R-T)**

161-4	Radio-TV Speaking	1	10:20-11:35	MTu ThF	Rad S A	Robbins
251-3	Survey of Broadcasting	1	11:45-1:00	M W F	A 106	Ripley
273-2	Basic Production Laboratory	1	11:45-1:00	Tu Th	Rad S A	Uray
353-2	Radio-TV in Education	1	7:30-8:45	Tu Th	Bar I 103	Leonard
355-3	Broadcast Persuasion Factors	1	8:55-10:10	M W F	A 102	Ripley
359-3	Television Writing	1	10:20-11:35	M W F	Bar I 103	Leonard
367-3	Radio-TV Production Survey	1	1:10-2:25	MTuWTh	Rad S A	Uray
			2:35-3:50	Tu Th	Rad S A	Uray
373-1-5	Advanced Production Laboratory	1	To be arranged		Rad Studios	Staff
375H-2	Public Service Programming	1	8:55-10:10	Tu Th	A 102	Ripley
375J-1-4	Individual Research	1	To be arranged			Staff
393-2	Radio, Television & Society	1	11:45-1:00	Tu Th	A 106	Robbins

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
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**RECREATION and OUTDOOR EDUCATION (REC)**

301-4	Programs in School Camping and Outdoor Education	1	To be arranged		Little Grassy	Taylor
311-2-6	Camp Leadership	1	To be arranged		Little Grassy	O'Brien
311-2-6	Camp Leadership	2	To be arranged		Little Grassy	Raines
311-2-6	Camp Leadership	3	To be arranged		Little Grassy	Wilkinson
312-2-6	Playground Leadership	1	To be arranged		Little Grassy	Staff
450-4	Principles and Interpretations of Recreation	1	To be arranged		Little Grassy	Freeberg
480-4	Techniques in Camping	1	To be arranged		Little Grassy	Taylor
510-2	School Camping and Outdoor Education Workshop (July 13-July 17)	1	To be arranged		Little Grassy	Sharp
550-2-6	Field Problems in Community Recreation	1	To be arranged		Little Grassy	Freeberg

**REHABILITATION COUNSELING (RC)**

Students interested in graduate work in the field of Rehabilitation Counseling should contact Mr. Guy A. Renzaglia, Director, Rehabilitation Institute.

**RELIGIOUS EDUCATION (R ED)**

345-3	Christian Principles for Teachers	1	7:30-8:45	M W F B F		Hall
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**SECRETARIAL and BUSINESS EDUCATION (SEC)**

102-3	Typewriting I	1	7:30-8:45	MTu ThF	Bar G 103	DuFrain
213-3	Typewriting IV	1	10:20-11:35	MTu ThF	Bar G 103	DuFrain
216-4	Shorthand-Transcription IV	1	8:55-10:10	MTu ThF	Bar G 103	DuFrain
405-3	Teaching Basic (General) Business Subjects	1	8:55-10:10	MTuWTh	U Sch I 17	Wyllie
406-4	Teaching Clerical Practice and Office Machines	1	10:20-11:35	MTuWTh	Bar G 104	Rahe
407-3	Office Management	1	7:30-8:45	TuWThF	Bar G 104	Lockwood
500-2-5	Readings in Business Education	1	To be arranged			Staff
501-2-5	Individual Research in Business Edu.	1	To be arranged			Staff
599-2-9	Thesis in Business Education	1	To be arranged			Staff

**SMALL BUSINESS INSTITUTE (SBI)**

Students interested in operating or establishing small businesses should consult with Mr. R. Ralph Bedwell, Director, Small Business Institute, relative to specially designed courses of study.

**SOCIOLOGY (SOC)**

101-5	Introductory Sociology	1	7:30-8:45	MTuWThF	M 210	VanderWiel
101-5	Introductory Sociology	2	8:55-10:10	MTuWThF	M 210	Petroff
101-5	Introductory Sociology	3	10:20-11:35	MTuWThF	M 210	Munch
T-101-5	Introductory Sociology	4	1:10-2:25	MTuWThF	M 210	Petroff

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
<b>SOCIOLOGY (SOC) (Continued)</b>						
241-4	Marriage & Parenthood (June 22-July 31)	1	7:30-8:45	MTuWThF	M 102a	Snyder
333-4	Community Organization	1	8:55-10:10	MTuWTh	M 102a	Johnson
389-3	Techniques of Group Leadership	1	To be arranged		Little Grassy	VanderWiel
407-4	Integrated Sociology	1	11:45-1:00	MTuWTh	M 102a	Johnson
<b>SPECIAL EDUCATION (SP E)</b>						
410-4	Problems of Mentally Defective	1	7:30-8:45	MTuWTh	Wh 107	Frey
412-4	The Gifted Child	1	10:20-11:35	MTuWTh	Ag 146	McKay
413-4	Directed Observation	1	8:55-10:10	MTuWTh	Wh 107	Frey
414-4	The Exceptional Child	1	8:55-10:10	MTuWTh	M 215	McKay
419-4	Principles and Techniques of Teaching Lip Reading	1	11:00-12:00	MTuWThF	Little Grassy No 2	Staff
420-4	Methods and Materials	1	7:30-8:45	MTuWTh	To be arranged	Rainey
428-4	Speech Correction for Classroom Teachers	1	10:20-11:35	MTu ThF	M 207	Staff
501-4	Special Research Problems	1	To be arranged			Staff
513-4	Organization and Administration	1	8:55-10:10	MTuWTh	Ag 224	Kolstoe
577-4-12	Practicum	1	7:30-8:45	MTuWTh	To be arranged	McKay & Kolstoe
596-2-9	Independent Investigation	1	To be arranged			Staff
599-2-9	Thesis	1	To be arranged			Staff
<b>SPEECH (SPCH)</b>						
101-4	Principles of Speech	1	7:30-8:45	MTu ThF	Bar I 102	Staff
101-4	Principles of Speech	2	8:55-10:10	MTu ThF	M 307	Staff
101-4	Principles of Speech	3	10:20-11:35	MTu ThF	M 310	Staff
101-4	Principles of Speech	4	11:45-1:00	MTu ThF	M 209	Staff
T-101-4	Principles of Speech	5	1:10-2:25	MTu ThF	M 209	Staff
T-101-4	Principles of Speech	6	7:30-8:45	MTu ThF	Bar I 101	Staff
T-101-4	Principles of Speech	7	10:20-11:35	MTu ThF	Bar I 101	Staff
102-4	Public Speaking	1	8:55-10:10	MTuW F	Bar I 103	Staff
200-4	Phonetics	1	10:20-11:35	MTuWTh	Bar I 102	Staff
201-2	Parliamentary Law	1	10:20-11:35	M W	M 215	Staff
202-3	Principles of Discussion	1	8:55-10:10	M WTh	Bar I 102	Staff
407-4	American Public Address I	1	To be arranged			Staff
425-3	Techniques of Discussion Leadership	1	To be arranged		Bar I 112	Staff
427-4	Secondary School Forensic Program	1	To be arranged		U Sch 301	Staff
525-4	Seminar in Speech Education	1	To be arranged			Staff
530-1-4	Research Problems in Speech	1	To be arranged			Staff
599-2-9	Thesis	1	To be arranged			Staff
<b>SPEECH CORRECTION (SP C)</b>						
100-0-2	Speech Clinic	1	To be arranged		1020 S Lake	Staff
200-4	Phonetics	1	10:20-11:35	MTuWTh	Bar I 102	Garbutt
212-4	Articulation Problems & Delayed Speech	1	1:10-2:25	MTu ThF	1020 S Lake	Gregory

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
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SPEECH CORRECTION (SP C) (Continued)

405-0-4	Practicum in Speech and Hearing Therapy	1	To be arranged		1020 S Lake	Gregory
406-4	Techniques & Interpretation of Hearing Tests	1	7:30-8:45	MTu ThF	1020 S Lake	Atkinson
412-4	Cerebral Palsy	1	7:00-8:00	MTuWThF	Little Grassy No 2	Anderson
419-4	Communication Problems of the Deaf and Hard of Hearing	1	11:00-12:00	MTuWThF	Little Grassy No 2	Brutten
428-4	Speech Correction for Classroom Teachers	1	10:20-11:35	MTu ThF	M 207	Hoshiko
515-1-4	Readings in Speech Pathology	1	1:10-4:00	W	1020 S Lake	Brackett
516-1-4	Seminar in Residual Hearing	1	2:35-3:50	MTu ThF	1020 S Lake	Atkinson
522-1-4	Organic Speech Problems (Cleft Palate)	1	To be arranged		1020 S Lake	Brackett
528-1-4	Seminar in the Interpersonal Relationships in Speech and Hearing	1	8:55-10:10	MTu ThF	1020 S Lake	Hoshiko
530-1-4	Research Problems	1	To be arranged		1020 S Lake	Staff
531-1-4	Seminar in Experimental Phonetics	1	1:10-2:25	MTu ThF	1020 S Lake	Brutten
599-2-9	Thesis	1	To be arranged		1020 S Lake	Staff
600-1-48	Dissertation	1	To be arranged		1020 S Lake	Staff

THEATRE (THEA)

322-2-12	Theatre Practicum	1	To be arranged		Playhouse	Abrams, Moe, & Zoeckler
402-4	Directing	1	To be arranged		Playhouse	McLeod
509-4	High School Theatre and Production Problems	1	10:20-11:35	MTuWTh	Playhouse	Zoeckler
519-2-12	Theatre Practicum	1	To be arranged		Playhouse	Abrams, Moe, & Zoeckler
526-3	Seminar in Theatre Arts	1	To be arranged		Playhouse	McLeod
599-2-9	Thesis	1	To be arranged		Playhouse	Staff

ZOOLOGY (ZOO)

100-5	Principles of Animal Biology	1	10:20-11:35	M W F	LS 133	Stains
100A-0	Zoology Laboratory	1	8:55-11:35	Tu Th	LS 132	Stein
100A-0	Zoology Laboratory	2	8:55-11:35	Tu Th	LS 130	Staff
100A-0	Zoology Laboratory	3	1:10-3:50	M W	LS 132	Stein
100A-0	Zoology Laboratory	4	1:10-3:50	M W	LS 130	Staff
102-5	General Invertebrate	1	1:10-2:25	Tu Th	LS 213	Stains
			1:10-3:50	M W F	LS 213	Stains
202-5	Comparative Anatomy	1	8:55-10:10	Tu Th	LS 205	Galbreath
			7:30-10:10	M W F	LS 208	Galbreath
312-3	Conservation of Biological Research	1	10:20-11:35	M W F	LS 204	Klimstra
322-2-5	Problems in Zoology	1	To be arranged			Staff
402-4	Natural History of Invertebrates	1	2:35-3:50	M W	LS 205	Garoian
			1:10-3:50	Tu Th	LS 204	Garoian
402-4	Natural History of Invertebrates (National Science Foundation)	2	2:35-3:50	M W	LS 205	Garoian
			11:45-2:25	M W	LS 204	Garoian
403-4	Natural History of Vertebrates	1	7:30-8:45	Tu Th	LS 204	Gersbacher
	(National Science Foundation)		7:30-10:10	M W	LS 204	Gersbacher

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
<b>ZOOLOGY (ZOOL) (Continued)</b>						
501-4	Animal Biology for High School Teachers (National Science Foundation)	1	10:20-11:35 8:55-11:35	M W Tu Th	LS 205 LS 213	Behle Behle
502-4	Recent Developments in Biological Sciences (National Science Foundation) (Same as Bot. 502)	1	11:45-1:00	Tu Th	LS 205	Peters
510-4	Bioecology	1	10:20-11:35 8:55-11:35	M W ThF	LS 208 LS 209	Gersbacher Gersbacher
581-4	Readings in Current Zoology Literature (National Science Foundation)	1	1:10-2:25	Tu ThF	LS 205	Galbreath
596-3-12	Special Research	1	To be arranged			Staff
599-2-9	Research and Thesis	1	To be arranged			Staff

**VOCATIONAL TECHNICAL INSTITUTE (VTI)**

101A-7	Auto Shop I	1	8:55-1:00	MTuWThF	Shop 2	Willey
125A-5	Int. Comb. Engines	1	7:30-8:45	MTuWThF	Shop 2 Clrm	Willey
101B-7	Accounting I	1	7:30-10:10	MTuWThF	C-14	Cundiff
104B-5	Secretarial Accounting	1	10:20-11:35	MTuWThF	C-14	Johnston
126B-3	Fundamentals of Business	1	10:20-11:35	M W F	C-3	Hill
227B-5	Office Adm. & Sup.	1	7:30-8:45	MTuWThF	C-7	Cundiff
104C-12	Cosmet. Lab. IV	1	7:30-1:00	MTuWThF	C-1	Mathis
146D-3	Arch Rend I	1	7:30-11:35	Tu Th	T-5	Morton
147D-3	Arch Rend II	1	7:30-11:35	Tu Th	T-5	Morton
221D-6	Arch Design III	1	1:10-3:50	M W F	T-5	Lougeay
222D-6	Arch Design IV	1	7:30-11:35	M W F	T-7	Lougeay
246D-3	Arch Rend IV	1	7:30-11:35	Tu Th	T-5	Morton
251D-3	Mat. & Meth. Const. III	1	7:30-11:35	Tu Th	T-7	Lougeay
284D-3	Structural Design of Buildings I	1	1:10-2:25	M W F	T-6	Lougeay
101F-7	Industrial Woodworking I	1	7:30-11:35	MTuWThF	Wood Lab	Rice
125F-4	Prod. & Processing Meth. I	1	11:45-1:00	MTuWTh	Wood Clrm	Rice
100G-3	English Fundamentals	1	2:35-3:50	MTuWThF	C-8	Staff
111G-4	Basic Physics I	1	1:10-2:25 2:35-3:50	MTu ThF Tu Th	U-1 U-2	Staff Staff
121G-5	Problems of American Democracy	1	10:20-11:35	MTuWThF	C-8	Staff
142G-4	Psychology of Human Relations	1	8:55-10:10	MTuWTh	C-8	Staff
101J-7	Print Shop I	1	7:30-11:35	MTuWThF	Bldg 2 Prt Sh	Modlin
103J-7	Print Shop III	1	7:30-11:35	MTuWThF	Bldg 2 Prt Sh	Brown
125J-5	Print Shop Theory I	1	7:30-8:45	MTuWThF	Bldg 2 Clrm	Modlin
101K-3	Calculating Machines I	1	1:10-2:25	MTuWThF	C-9	Johnston
102P-3	Nursing Practice II	1	10:20-1:00 8:55-11:35	M WTh F	V-2 V-2	Mitchell Mitchell
126P-2	Nursing Theory II	1	7:30-8:45 8:55-10:10 1:10-2:25	M W F M WTh M W	V-2 V-2 V-2	Mitchell Mitchell Mitchell
133P-1	Health II	1	1:10-2:25 7:30-8:45	M W F	V-2 V-2	Mitchell & Christensen
135P-1	Personal & Vocational Relations II	1	10:20-11:35	Tu	V-2	Mitchell & Christensen Mitchell

Course No. & Cr. Hrs.	Descriptive Title	Sect. No.	Time Meets	Days	Bldg. No. Room No.	Instructor
VOCATIONAL TECHNICAL INSTITUTE (VTI) (Continued)						
201P-2	Clinical Practice I	1	To be arranged		Hospital	Westlake
203P-5	Clinical Practice III	1	To be arranged		Hospital	Westlake
225P-3	Related Nursing Subjects I	1	1:10-3:50	M Th	V-2	Staff
			4:00-5:15	M WTh	V-2	Staff
227P-3	Related Nursing Subjects III	1	1:10-5:15	MTu	V-4	Westlake
			4:00-5:15	WTh	V-4	Westlake
101R-8	Co-operative Retail Experience I	1	To be arranged			Elder
102R-8	Co-operative Retail Experience II	1	To be arranged			Staff
103R-8	Co-operative Retail Experience III	1	To be arranged			Burnett
201R-8	Co-operative Retail Experience IV	1	To be arranged			Staff
202R-8	Co-operative Retail Experience V	1	To be arranged			Staff
203R-8	Co-operative Retail Experience VI	1	To be arranged			Moore
101S-3	Typewriting I	1	1:10-2:25	MTuWThF	C-4	Hill
102S-3	Typewriting II	1	2:35-3:50	MTuWThF	C-4	Hill
204S-5	Shorthand Dictation I	1	7:30-8:45	MTuWThF	C-15	Garrison
207S-2	Transcription I	1	8:55-10:10	MTuWThF	C-15	Garrison
101T-7	Radio & TV Shop I	1	7:30-11:35	MTuWThF	U-6	Green
125T-5	Principles of Radio and Electronics	1	1:10-2:25	MTuWThF	U-7	Weffenstette
202T-5	Radio & TV Shop V	1	7:30-11:35	MTuWThF	U-8	Schultz
226T-5	TV Theory and Test Methods	1	10:20-11:35	MTuWThF	U-7	Weffenstette
101W-7	Oxy-Acetylene Welding Shop	1	7:30-11:35	MTuWThF	Weld Shop	Dallman
125W-5	Theory of Oxy-Acetylene Welding	1	1:10-2:25	MTuWThF	Shop 2 Clrm	Griswold





Southern Illinois University  
Carbondale, Illinois

# WORK SHEET FOR PROGRAM SUMMER SESSION—1959

Hours student works, if any \_\_\_\_\_ Returning Student \_\_\_\_\_

[illegible]

# *Southern Illinois University Foundation*

The Southern Illinois University Foundation is a nonprofit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills and suitable forms for gifts and memorials, including bequests by means of life insurance. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

The present officers of the Foundation are:

Mr. Everett Prosser, *President*, Carbondale.

Mr. Fred Harrison, *Vice-President*, Herrin.

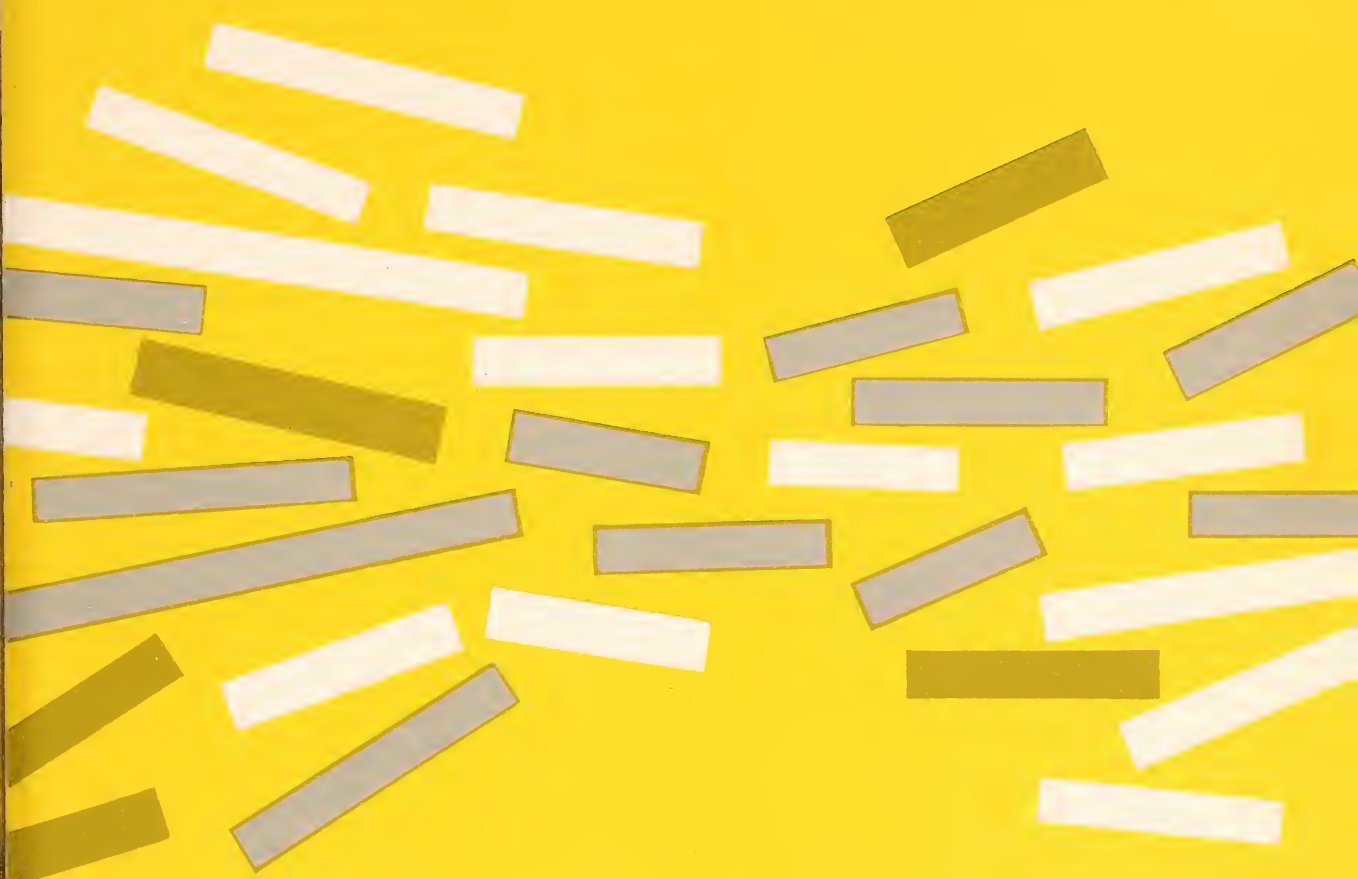
Mrs. Lois H. Nelson, *Executive Secretary*, Southern Illinois University.

Mr. Robert L. Gallegly, *Treasurer*, Southern Illinois University.

Mr. Kenneth R. Miller, *Executive Director*, Southern Illinois University.



*Southern Illinois University Bulletin*



1959·1960

*School of Communications*

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Vol. 1, No. 3



# School of Communications

## *Announcements for 1959-1960*



SOUTHERN ILLINOIS UNIVERSITY BULLETIN  
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Southern Illinois University  
Carbondale, Illinois

# Objectives of Southern Illinois University

## TO EXALT BEAUTY

IN GOD,  
IN NATURE,  
AND IN ART;  
TEACHING HOW TO LOVE THE BEST  
BUT TO KEEP THE HUMAN TOUCH;

## TO ADVANCE LEARNING

IN ALL LINES OF TRUTH  
WHEREVER THEY MAY LEAD,  
SHOWING HOW TO THINK  
RATHER THAN WHAT TO THINK,  
ASSISTING THE POWERS  
OF THE MIND  
IN THEIR SELF-DEVELOPMENT;

## TO FORWARD IDEAS AND IDEALS

IN OUR DEMOCRACY,  
INSPIRING RESPECT FOR OTHERS  
AS FOR OURSELVES,  
EVER PROMOTING FREEDOM  
WITH RESPONSIBILITY;

## TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD  
TO UNDERSTANDING  
AND UNDERSTANDING  
TO WISDOM.

## Board of Trustees

	TERM EXPIRES
JOHN PAGE WHAM, <i>Chairman</i> , Centralia	1965
LINDELL W. STURGIS, <i>Vice-Chairman</i> , Metropolis	1965
MELVIN C. LOCKARD, <i>Secretary</i> , Mattoon	1965
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## Officers of Instruction

President D. W. Morris, Ph.D. (Iowa)	1948
Vice-President for Instruction Charles D. Tenney, Ph.D. (Oregon)	1931
Dean C. Horton Talley, Ph.D. (Iowa)	1948
Chief Academic Adviser D. Wayne Rowland, M.A. (Missouri)	1955
Registrar and Director of Admissions Robert A. McGrath, Ph.D. (Iowa)	1949

# Table of Contents

UNIVERSITY CALENDAR, 1959-60 .....	vii
THE UNIVERSITY .....	1
History .....	1
Campus .....	1
University Sessions .....	2
University Regulations .....	2
SCHOOL OF COMMUNICATIONS .....	3
History .....	3
Objectives .....	4
Facilities .....	4
Clubs and Fraternities .....	5
Departmental Activities .....	6
Admission .....	7
Tuition and Fees .....	7
Housing .....	8
Financial Assistance .....	8
Student Work Office .....	8
Advisement .....	9
General Bachelor's Degree Requirements .....	9
INSTRUCTIONAL UNITS .....	11
Journalism .....	11
Course Descriptions .....	13
Printing and Photography .....	17
Course Descriptions .....	17
Radio-Television .....	21
Course Descriptions .....	22
Speech .....	25
Course Descriptions .....	26
Speech Correction .....	31
Course Descriptions .....	32
Theater .....	35
Course Descriptions .....	37



# *University Calendar, 1959-1960*

## SUMMER SESSION

Session Begins	Monday, June 22
Independence Day Holiday	Friday, July 3
Final Examinations	Wednesday–Thursday, August 12–13
Commencement	Friday, August 14

## FALL QUARTER

New Student Week	Friday–Tuesday, September 18–22
Quarter Begins	Wednesday, September 23
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 25–30
Final Examinations	Monday–Saturday, December 14–19

## WINTER QUARTER

Quarter Begins	Monday, January 4
Final Examinations	Monday–Saturday, March 14–19

## SPRING QUARTER

Quarter Begins	Monday, March 28
Memorial Day Holiday	Monday, May 30
Final Examinations	Wednesday–Tuesday, June 8–14
Commencement	Wednesday, June 15

Summer Session classes will begin Tuesday, June 23. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.



# The University

This bulletin covers in detail questions concerning the School of Communications. It does not cover all questions concerning Southern Illinois University. For complete information about the University the prospective student should write the Registrar for a copy of the General Information Bulletin.

## HISTORY

Southern Illinois University was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

For some years after its establishment, Southern operated as a two-year normal school. In 1907 it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943 the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948 it was authorized to grant also the degrees of Master of Arts and Master of Science. In 1952 the Master of Fine Arts degree was added to the list, and in 1956 the Master of Music, the Master of Music Education, and the Doctor of Philosophy degrees.

## CAMPUS

The main campus of Southern Illinois University is located in Carbondale, in Jackson County. The region is noted for its large peach and apple orchards, which in blossom time attract many tourists. Giant City, a state park, is a popular resort to the south of Carbondale, and Crab Orchard

Lake, with swimming, boating, and fishing facilities, lies four miles to the east.

The Carbondale campus is at present undergoing extensive expansion. It now comprises more than seventeen hundred acres, and more tracts of land are to be added. Twenty-three permanent buildings form the nucleus of the University's physical plant. Other permanent buildings are under construction.

## UNIVERSITY SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends about the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University calendar.

In addition to the three regular quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter.

The summer session consists of a comprehensive program of courses offered by all the departments of the University. In addition to the courses which run the full eight weeks, there are a number of workshops and short courses covering a shorter period of time.

## UNIVERSITY REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; and to change any other regulation affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have matriculated in the University. The University also reserves the right to withdraw courses and to change fees.

# School of Communications

## HISTORY

The original components of what was later to become a School of Communications existed for a number of years in the Department of English. Prior to the establishment of the Department of Speech in the fall of 1946, it was possible for students who were interested to take a minor in speech from offerings within the Department of English. In 1946 the Department of Speech was constituted as one of the departments in the College of Vocations and Professions, and a rapid growth began. The first year a single teacher cared for the work done; the second year there were three full-time teachers and two part-time assistants, and the speech development at Southern Illinois University was under way.

The Department of Journalism also had its beginnings in the Department of English. In 1946 it was organized as a separate department and continued in the College of Vocations and Professions until speech and journalism were separated from the college as a Division of Communications in 1953.

In the spring of 1955 the division became the School of Communications with an assignment by the Board of Trustees "to co-ordinate and facilitate the development of curricula, to provide instruction, and to stimulate research in the effective use of such communications media as public speaking, television, radio, newspapers, and magazines, and to provide service work in this field for other educational units requiring it." On July 1, 1957, the Departments of Speech and Journalism were subdivided into the present Departments of Journalism, Printing and Photography, Radio-Television, Speech, Speech Correction, and Theater.

The Bachelor of Science degree may be earned with a major in any of the departments in the School of Communications. Journalism and speech majors are offered for the Bachelor of Science in Education degree through the College of Education. The Departments of Radio-Television, Speech,

Speech Correction, and Theater co-operate on the offerings for this general speech major in the College of Education. A similar general speech major is offered in the College of Liberal Arts for a Bachelor of Arts degree, though technical courses in the specific fields may not be included in this major.

Students majoring in any of the departments of the School of Communications must meet all the general University requirements as well as the specific requirements of the major field as listed under departmental writeups. Students in the school who are preparing to teach either journalism or speech will need to meet state certification requirements. Students in the College of Education majoring in journalism and speech will be governed by College of Education requirements as set forth in its bulletin.

Graduate work is available in the Departments of Journalism, Speech, Speech Correction, and Theater. In these departments the degrees of Master of Arts, Master of Science, and Master of Science in Education may be earned. At the present time the Doctor of Philosophy degree is offered in speech correction, and beginning with the fall of 1959, it will be offered in speech.

## OBJECTIVES

The curricula designed for professional training in each of the departments are carefully developed to produce professional competence. Included in the training is always actual experience in the field of the student's desired professional competence.

There is also a general education function of the School of Communications that should be emphasized. Every person, whether or not he is a practitioner of some one of the mass communication skills, is a consumer of the product of those skills. We all read newspapers, listen to radio and watch television, go to movies and plays; we listen, we read, we communicate. The various departments try to prepare the consumer for an effective use of the media through which information is distributed in our democracy, so that we may be intelligent listeners, readers, viewers, and effective individual communicators.

## FACILITIES

Among the special facilities of the school are radio studios, which sometimes have to double as television studios, with complete professional

audio broadcasting equipment, transmission lines, and the FM transmitter WSRV which broadcasts on 91.9 megacycles; a complete teaching print shop with composing desks and a wide selection of type faces for teaching typography; composing machines, make-up tables, and presses of various kinds, including letter presses and high-speed flat-bed presses, together with the associated equipment necessary to operate them; photographic studios, darkrooms, storerooms, and a wide selection of cameras, enlargers, etc.; special clinic rooms for speech correction and audiology, including sound-proof rooms and equipment for fitting hearing aids, specialized equipment for handling crippled children and adults, and a constantly growing pool of highly technical equipment for research work in hearing difficulties and speech defects; a professionally equipped theater given over entirely to the work of the theater department; and a reference reading room for journalism students.

## CLUBS AND FRATERNITIES

The Journalism Students Association is composed of all students majoring in journalism. The Advertising Club numbers among its members those journalism students primarily interested in advertising. Sigma Delta Chi is the national professional journalism fraternity for men. Southern's chapter was organized about two years ago. Kappa Tau Alpha is the honorary journalism fraternity. Pi Delta Epsilon is a national fraternity for students working on campus newspapers and yearbook staffs. Beta Omicron is the sorority for women majoring in journalism. All of these groups are active on Southern's campus.

The Department of Radio-Television sponsors a departmental club, the Radio-Television Club, open to all of Southern's students who have an interest in radio and television production or management. Sigma Beta Gamma is an honorary organization which selects as members those who have done outstandingly effective work in radio-television at the University.

The Department of Speech sponsors two Greek letter societies, Pi Kappa Delta, the largest and most active forensic fraternity in the country, and Zeta Phi Eta, an activity group for women majoring in any of the speech fields.

The Department of Printing and Photography sponsors two groups, the Ben Franklin Club for those interested in printing, and Kappa Alpha Mu, a national photo-journalism fraternity.

Sigma Alpha Eta is the national speech correction fraternity sponsored by the Department of Speech Correction.

Two organizations are included among the campus groups sponsored by the Department of Theater: the National Collegiate Players, an honorary group to which juniors and seniors outstanding in dramatic activity are elected, and the Southern Players, the local group which carries on most of the dramatic activity on the campus at Southern.

## DEPARTMENTAL ACTIVITIES

The Department of Journalism sponsors the Southern Illinois High School Press Association, which has an annual meeting on the campus. Attendance runs to between two and three hundred high school journalists. Journalism students find an outlet for their writing and editorial proclivities through the *Egyptian*, the Southern student newspaper which comes out twice a week, and the *Obelisk*, the Southern yearbook, both of which are student staffed and managed.

Printing and photography students also find expression for their talents through the student newspaper and yearbook. Photography students also sponsor a photo fair, awarding prizes for the best photographs in various categories of photo-reporting, with a number of outstanding photo-journalists in attendance as judges and consultants to the students.

In radio and television, students are normally involved in the operation of radio station WSRV-FM, the voice of Southern Illinois University. As soon as they are competent to do so, they become part of a student organization which carries on all phases of the operation of the station under the supervision of teachers who are also professional radio men.

The forensic program of the Department of Speech is quite extensive and provides opportunity for the students in public address and interpretation to develop their skills to a high level of proficiency. Currently Southern competes in fifteen to twenty tournaments each year, using between thirty and forty students and covering a distance of some fifteen to twenty thousand miles. A very crowded trophy case attests to the success of the speakers. The Illinois Oratorical Association and the Illinois Intercollegiate Debate League annual meetings are high points of the season, as are the Pi Kappa Delta provincial and national tournaments held in alternate years.

Students in speech correction are aided materially in their search for clinical proficiency by the opportunities offered them through traveling clinics, out-patient and school clinics on the campus, and a six-week summer camp for crippled children at Little Grassy Lake in which students

serve as therapists for from seventy-five to one hundred physically handicapped children who also have speech problems.

Theater majors and other students interested in dramatic activities have a wide field open to them through the regular season of five plays produced by the Southern Players for the campus; the fall tour which takes a group of Southern Players to from twenty-five to thirty towns in Southern Illinois for day-time children's plays and night-time adult plays under the sponsorship of various community organizations; the summer theater which operated two years at Branson, Missouri, as the Shepherd-of-the-Hills Theater and more recently (for the past two years) at Kelso Hollow Theater in New Salem State Park. Children's plays are also presented on campus under the sponsorship of the local chapter of the American Association of University Women, and various experimental productions round out the year's program.

## ADMISSION

Inquiries concerning admission to the School of Communications should be directed to the University's Admissions Office. Application for admission may be made any time during the year. Applications should be initiated at least thirty days in advance of the desired entrance date to permit necessary processing work to be completed. High school seniors should apply at the beginning of the last semester of their senior year.

It should be remembered that the information from page 7 to 10 in this bulletin is merely a summary of the subject in question. For full and complete details, the prospective student should write the Registrar for a copy of the General Information Bulletin.

## TUITION AND FEES

At the present time in-state students registered for more than eight hours pay a total of \$54.50 per quarter. This includes \$35.00 tuition, a \$5.00 book rental fee, a \$5.00 student union building fund fee, and a \$9.50 student activity fee. Out-of-state students pay an additional \$48.00 tuition, or a total of \$102.50. Students registered for eight hours or fewer pay one-half tuition, one-half book rental fee, full student union building fund fee, and have the option of paying the student activity fee.

## HOUSING

Southern Illinois University maintains University-owned housing for single men and women, co-operative apartments for men, and apartments for families. Students who wish to live in University housing should make application early. Application forms may be obtained at the Housing Center located in the Office of Student Affairs. Admission does not assure University housing. For the school year of 1958-59, room and board are \$666.00 per academic year (\$222.00 per quarter). There are a limited number of rooms available at \$135.00 to \$162.00 per academic year (\$45.00 to \$54.00 per quarter).

In addition to University housing, a number of the students enrolled at Southern live in private homes in the city of Carbondale or in surrounding areas. Lists of available rooms for men, women, and married couples are maintained in the Housing Center. Units meeting the University's minimum housing requirements are noted. These rooms should be rented only after personal inspection. Room rent for off-campus housing ranges between \$4.00 and \$6.00 per week.

## FINANCIAL ASSISTANCE

The financial assistance program at Southern has been organized so that it may function as an integral part of the total educational experience of the student. As far as possible, an attempt is made not only to assist needy and deserving students with their financial obligations through the program, but in addition, to contribute to their general development and learning experience.

The program of financial assistance includes scholarships, awards, prizes, private agency awards, grants-in-aid, and student loan funds. A complete list of these appears in the General Information Bulletin.

The comparative limitation of such forms of assistance in terms of both number and amount available makes it inadvisable for an undergraduate student to expect to meet all University expenses from such means.

## STUDENT WORK OFFICE

The Student Work Office assists students in obtaining employment to defray a portion of their educational expenses as well as to gain experience

while working. Since it is impossible to guarantee work to every student, those who expect to earn a part of their expenses, and who do not have definite appointments to positions before coming to college, should have means to support themselves for at least three months.

The Student Work Office also assists students in securing off-campus jobs and full-time summer jobs.

ADVISEMENT

In order to insure that an undergraduate student is properly advised concerning the course of study which will fulfill the general University requirements and prepare him for his chosen career, academic advisement has been made the special responsibility of a selected group from the teaching faculty. The School of Communications has a chief academic adviser and a number of assistant advisers.

GENERAL BACHELOR'S DEGREE REQUIREMENTS

Each candidate for the degree must complete 192 hours of credit in approved courses. *At least 64 must be in senior college courses, of which 48 must be earned in residence.* Each student must have a "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject. These averages are required for the credit made at Southern as well as for the total record.

The following requirements should be met by degree candidates of all colleges and schools within the first two years of attendance.

REQUIREMENTS	HOURS	COURSES
Social Studies	20	Economics 205, Geography 100, Government 101, History 101, 102, 103, Sociology 101 (work in four of the five departments)
Humanities	18	
English	(9)	English 101, 102, 103
English	(6)	English 205, 206, 209, 211, 212
Art or Music	(3)	Art 120, Music 100
Biological Sciences	9	
Health Education	(4)	Health Education 100
Botany or Zoology	(5)	Botany 101, 202, Zoology 100

(Continued on next page)

REQUIREMENTS	HOURS	COURSES
Mathematics and Physical Sciences	12	Chemistry, physics, and mathematics (work must be completed in two departments)
Practical Arts and Crafts	3	Agriculture, business administration, home economics, industrial education (not required if the student has had any of this work in high school)
Physical Education	6	Activity courses
Air Science	6	(Men only)



*A student in the journalism reading room.*

# Instructional Units

## JOURNALISM

Professor Charles C. Clayton, B.J. (Missouri)	1955
Professor James L. C. Ford, Ph.D. (Minnesota)	1955
Professor Howard R. Long, Ph.D. (Missouri), Chairman	1953
Associate Professor Malcolm Donald Coe, M.A. (Missouri)	1959
Associate Professor Donald G. Hileman, Ph.D. (Illinois)	1955
Assistant Professor Donald Ray Grubb, Ed.D. (Utah)	1949
Assistant Professor William H. Lyons, M.A. (Colorado)	1951
Assistant Professor D. Wayne Rowland, M.A. (Missouri)	1955
<hr/>	
Visiting Professor Milton J. T. Shieh, M.A. (Minnesota)	1959-60
Visiting Professor Mason Rossiter Smith, B.A. (Amherst)	1957-58

The curriculum of the Department of Journalism is designed to give thorough professional training in both theory and practice in a number of fields of journalism. The media include daily and weekly newspapers, advertising, periodicals, radio and television news, and education. The program includes research, professional conferences, field trips, aid to high school newspapers and yearbooks, and extension classes.

The Department of Journalism offers undergraduate curricula leading to the Bachelor of Science in Education degree for students in the College of Education and the Bachelor of Science degree for students enrolled in the School of Communications with specializations in advertising, community newspaper, newspaper business management, news and editorial, and radio journalism.

Journalism students must demonstrate a working knowledge of type-writing, based upon a minimum straight copy rate of twenty-five words per minute. This proficiency may be demonstrated during the first year by taking the test offered by the Department of Secretarial and Business Education, or the student may enroll in Secretarial and Business Education

102. In the latter case, the hours of credit will not count toward the journalism major.

An undergraduate major in journalism consists of forty-eight hours. Journalism 101, 102, 103, 201, and 202 are required for the major.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF EDUCATION*

General degree requirements: Outlined earlier in this bulletin.

College of Education requirements: Refer to College of Education bulletin.

Required courses constituting a major in journalism with a specialization in educational journalism: 201, 202, 203, 390, 421, 422; Education 310 or 355; student teaching, twelve hours.

Recommended electives: 214, 260A, 370, 391.

### *SUGGESTED CURRICULA IN THE SCHOOL OF COMMUNICATIONS*

General degree requirements: Outlined earlier in this bulletin.

Required courses constituting a major in journalism with a specialization in advertising: 214, 370, 371, 372, 373, 374, 375, 376.

Recommended electives for this specialization: 260A, 330, 370, 371.

Required courses constituting a major in journalism with a specialization in community newspaper: Printing and Photography 114B, 115B, 116B; Journalism 214, 340, 350, 351, 352.

Recommended electives for this specialization: 260A, 330, 370, 371.

Required courses constituting a major in journalism with a specialization in newspaper business management: Accounting 251, 252, 253; Journalism 370, 381, 382.

Recommended electives for this specialization: 214, 371; Printing and Photography 260A, 383B.

Required courses constituting a major in journalism with a specialization in news and editorial: 201, 202, 203, 330, 340, 390.

Recommended electives for this specialization: 214, 370, 432; Printing and Photography 360A.

Required courses constituting a major in journalism with a specialization in radio journalism: 310, 311, 385.

Recommended electives for this specialization: Radio and Television 161, 251, 351, 354.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 100-1. CURRENT EVENTS. Contemporary events in the modern world and their treatment in the newspaper and periodical press. May not be counted toward the journalism major.
- 101-3, 102-3. INTRODUCTION TO JOURNALISM, I, II. Development of the newspaper in America; role of the press in modern society.
- 103-3. NEWS. Study of the newspaper story with experience in writing and re-writing news; the fundamentals of copyreading.
- 201-3, 202-3, 203-3. NEWS WRITING AND EDITING I, II, III. How to cover assignments and write news stories; preparation of copy for publication; writing headlines; laboratory experiences.
- 214-3. TYPOGRAPHY. Fundamental operations and materials used in printing; use of type, illustrations, and other elements of layout and composition.
- 260A-3. BEGINNING PHOTOGRAPHY. Picture-taking techniques and dark-room procedures emphasizing the camera in the modern press.
- 310-3. RADIO NEWS WRITING. Introductory course offering the basic techniques of writing radio news copy.
- 311-3. RADIO EDITING. The editing and rewriting of local and wire copy for radio stations and networks.
- 330-3. EDITORIAL WRITING. The work and responsibility of the editor and editorial writer with emphasis upon editorial writing and thinking. Editorial problems, methods, policies, and style.
- 331-3. PUBLIC RELATIONS. Study of current methods of planning and executing public relations policies; evaluation of media; preparation of campaigns.
- 340-3. THE LAW OF JOURNALISM. Legal limitations and privileges affecting publishing and broadcasting. Libel, privileged publications, fair comment and criticism, contempt of court, right of privacy, copyright, and legal provisions affecting advertising.
- 350-3. THE COMMUNITY NEWSPAPER. The small newspaper recognized as a distinct medium, performing a specialized function for its readers. Equal weight given to the problem of news presentation and to the leadership function with careful examination of news and editorial policies of representative newspapers in the field.
- 351-3. COMMUNITY NEWSPAPER MANAGEMENT. Organization, operation, and policy of the revenue departments of the weekly and small daily newspapers with special attention to the circulation procedures, retail, general, and classified advertising problems, and other phases of management.
- 352-3. COMMUNITY NEWSPAPER PRODUCTION. Participation in the

- actual preparation of one or more issues of a newspaper for publication; news, editorial, advertising.
- 370-3. **PRINCIPLES OF ADVERTISING.** Advertising fundamentals in relation to modern business activities; economic and social aspects, research, media, appeals, production, schedules. Prerequisite: Economics 205.
- 371-3. **ADVERTISING SALESMANSHIP.** Practical application of the principles of advertising copy and layout as related to the mechanics and psychology of space selling. Students engage in daily work with newspaper advertisers, handling specific assignments in various lines of business. Prerequisite: Journalism 370.
- 372-3. **ADVERTISING COPY WRITING.** The principles and practices of advertising copy writing; the basic problem of approach and development of copy; practice in preparation of all types and forms of advertising copy. Prerequisite: Journalism 370.
- 373-2. **ADVERTISING MARKETS AND MEDIA.** Manufacturers' advertising procedures related to campaigns, markets and market research, media, and organization of the advertising function. Prerequisite: Journalism 370.
- 374-3. **ADVERTISING POLICIES AND PROBLEMS.** Application of the principles of advertising to specific problems: merchandising, sales, promotion, research. Permission of instructor.
- 375-2. **ADVERTISING TYPOGRAPHY AND LAYOUT.** Preparation of advertisements for publication.
- 376-4. **ADVERTISING CAMPAIGNS.** Application of advertising principles and skills to the solution of a specific advertising problem; co-ordination of strategy and technique in the planning and execution of an advertising campaign. Permission of instructor.
- 381-3. **NEWSPAPER PROMOTION.** Procedures as applied to the community, newspaper personnel, carrier salesmen, and general and retail advertisers.
- 382-3. **NEWSPAPER CIRCULATION.** Circulation procedures; organization revenues and rate structures, carriers and carrier salesmen, audit bureau of circulations, and second class mail regulations.
- 385-2 to 6. **RADIO SPECIAL EVENTS.** The nature of broadcast special events. Selection, preparation, format. Technical considerations. Practice special events broadcasts. Prerequisite: consent of instructors. One hour lecture per week and laboratory. May be taken for three quarters for a total of six hours.
- 390-3. **ADVANCED REPORTING.** Covering city council meetings, courthouse, city hall, courts, society, and other special assignments.
- 391-3. **FEATURE WRITING.** How to plan and write newspaper features and special articles.
- 392-3. **REPORTING SPECIAL EVENTS.** Experience in planning and executing coverage of conventions, expositions, and tours; special editions; interpretative news stories.
- 393-3. **PUBLICITY METHODS.** Not open to journalism majors. Designed for students who do not plan a career in writing, but desire guidance and practice in writing for newspapers and magazines about their fields of specialization.
- 421-4. **SCHOOL PUBLICATIONS.** Designed for the prospective journalism

teacher or high school publications director. Deals with practical production problems of newspapers and yearbooks.

422-3. **TEACHING HIGH SCHOOL JOURNALISM.** Teaching methods of journalism in secondary schools; organization and course of study; bibliography; use of journalism courses for school publications production.

432-3. **COMMUNICATION AGENCIES AND PUBLIC OPINION.** Press, radio, television, and motion pictures, and their role in the opinion process.

433-3. **MEASUREMENT OF PUBLIC OPINION.** The sampling survey as a research tool; survey methodologies.

Courses on the 500 level are for graduate students only.

501-1 to 9. **LITERATURE OF JOURNALISM.** Critical reading of selected books relating directly and indirectly to journalism; lectures; reviews; discussions.

530-4. **SEMINAR IN NEWSPAPER EDITORIAL POLICIES.** Observation of the comment functions of the daily newspaper as related to current issues; role of the editorial writer, syndicated columnist, cartoonist.

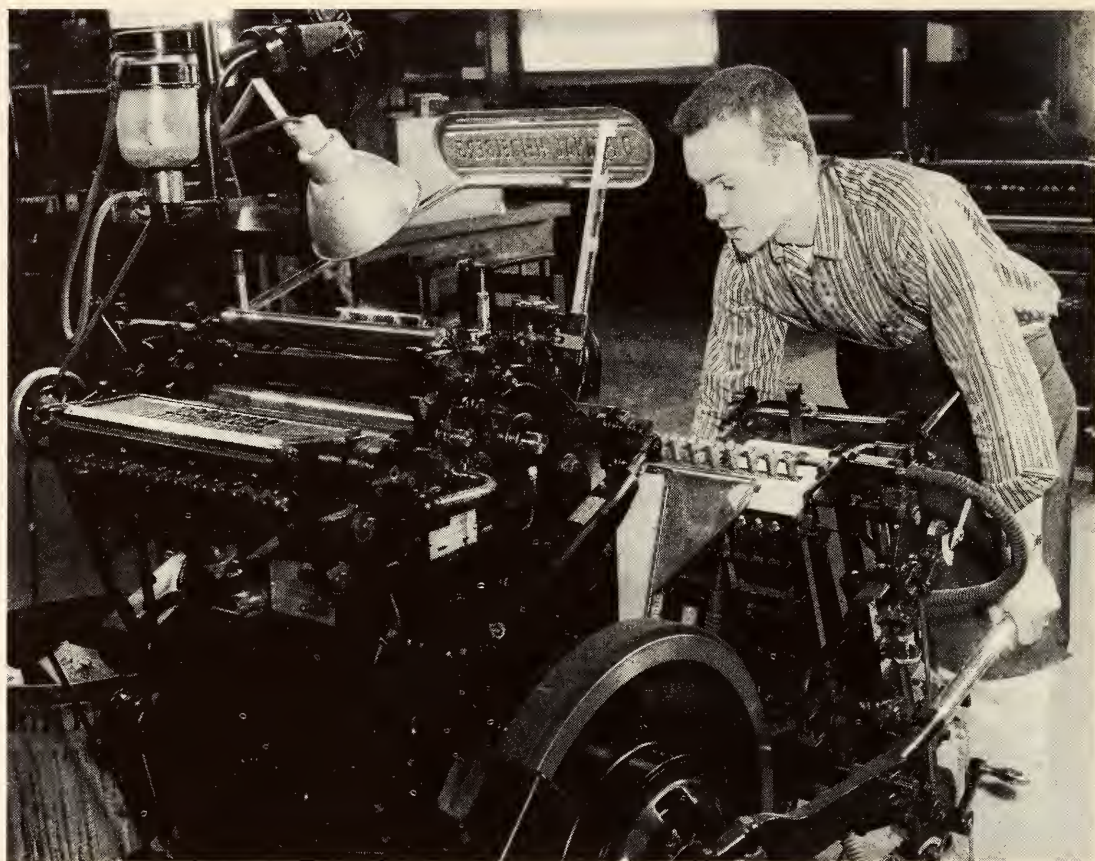
532-4. **SEMINAR IN PUBLIC OPINION AND PROPAGANDA.** Study of the developing literature in this field of specialization.

533-1 to 9. **RESEARCH PROBLEMS IN JOURNALISM.** Individual work on selected problems for research.

599-3 to 9. **THESIS.**



*Students in advertising receive instruction in the preparation of advertising copy and layout in the department's advertising laboratory.*



*Practical experience is gained by this student on modern equipment.*

## PRINTING AND PHOTOGRAPHY

Associate Professor John Mercer, Ph.D. (Nebraska), Chairman	1958
Associate Professor Francis D. Modlin, M.S. (Kansas State Teachers College)	1954
Assistant Professor George C. Brown, M.S. (Kansas State Teachers College)	1956
Assistant Professor C. William Horrell, Ed.D. (Indiana)	1949
Instructor Carl Norman England, M.S. (Southern Illinois)	1956

The Department of Printing and Photography offers curricula leading to the Bachelor of Science degree.

The department's curriculum is designed to give thorough professional training in both theory and practice in printing management and general photography.

### *SUGGESTED CURRICULA*

General degree requirements: Outlined earlier in this bulletin.

A major in photography consists of a minimum of thirty-six hours in photography plus courses in related areas.

A major in printing management consists of Journalism 214, a minimum of thirty-six hours of printing management courses, and a minimum of thirty hours of prescribed courses in the School of Business.

The students will choose his electives in consultation with his departmental adviser.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

#### PHOTOGRAPHY

- 260A-3. BEGINNING PHOTOGRAPHY. Picture-taking techniques and dark-room procedures emphasizing the camera in the modern press.
- 303A-4. PORTRAIT PHOTOGRAPHY. An introduction to posing, lighting, retouching, and finishing of portraits; studio experience.
- 308A-4. COMMERCIAL PHOTOGRAPHY. Advanced work in product, ar-

- chitectural, and illustrative photographs in black and white. Prerequisite: Printing and Photography 260A.
- 341A-3. CINEMATOGRAPHY I. The fundamentals of cinematography, basic to further work in any kind of cinema production. Includes study of lenses, camera, lighting, exposure, trick effects, animation, and titles, but main stress is on mastery of principles of pictorial continuity and editing in laboratory exercises.
- 342A-3. CINEMATOGRAPHY II. Continuation of 341A. Lectures and readings in sound cinema production processes. Laboratory consists of production of a single-system sound demonstration film and a double-system sound perceptual motor skill film, including scripts for both. Short individual assignments. Prerequisite: Printing and Photography 341A.
- 343A-3. CINEMATOGRAPHY III. A continuation of 342A. Production of a film using lip-synchronous sound.
- 345A-3. HISTORY OF THE CINEMA. The development and significance of the the cinema from Friese-Green to wide screen. Showings of selected films.
- 360A-3. PRESS PHOTOGRAPHY. Special work outdoors and indoors with flash equipment; assignments in studio portraiture and illustrative photography. Prerequisite: Printing and Photography 260A.
- 361A-3. ADVANCED PRESS PHOTOGRAPHY. Continuation of 360A. Student is given special newspaper assignments and encouraged to attempt free-lance work.
- 363A-2 to 6. STAFF PHOTOGRAPHY. Live picture assignments for newspaper and magazine publication.
- 365A-4. COLOR PHOTOGRAPHY. A study of the principles of color as related to color photography; special work in making color transparencies for advertising, illustration, and news purposes. Prerequisite: Printing and Photography 260A.

#### PRINTING

- 114B-3, 115B-3, 116B-3. COMPOSING MACHINES I, II, III. Elementary keyboard practice; progressive exercises; adjustments and maintenance.
- 201B-3. PRESSWORK I. Introduction to platen press operation; simple imposition and lockup; preparation of the press, feeding and care of the press.
- 202B-3. PRESSWORK II. Automatic feeders, hand-fed cylinder presses and folding machines.
- 304B-3. PRINTING PRODUCTION I. Planning layout, estimating, scheduling, and manufacture of all classes of job work and publications, either by letterpress or offset; selecting and purchasing factors of production, budgeting, routing, dispatching, and production control records and reports.
- 306B-3. PRINTING OPERATION ANALYSIS. A study of work simplification methods; procedures for establishment of standards; time study and incentive plans.
- 312B-3. BINDERY. Practical use of bindery equipment.
- 313B-3. COLOR IN PRINTING. Application of color in graphic arts design and color reproduction; printing inks.
- 314B-3. PAPER. Early papermaking; present paper technology; classification of papers; converting techniques; paper selection; testing specifications and standards; trade customs; trends in paper technology.

- 361B-3. PHOTOLITHOGRAPHY I. Theory and practice of photography, copy preparation, layout and stripping, plate-making for offset lithography.
- 362B-3. PHOTOLITHOGRAPHY II. Emphasis on presswork; direct and indirect color separation techniques; operation and maintenance of offset presses.
- 381B-3, 382B-3. ESTIMATING I AND II. Elements of estimating on all classes of composition, presswork, binding, paper, halftones, line cuts, and electrotypes; application of the elements of cost finding to jobs of printing in process; special problems in offset estimating.
- 383B-3. PRINTING COST ANALYSIS. Cost accounting and statistics as instruments of control in production, sale, and finance; allocation of material and labor costs; distribution of manufacturing expense; standard cost procedures; preparation and use of cost analysis reports.





*Student production class.*

## RADIO-TELEVISION

Assistant Professor Buren C. Robbins, M.A. (Iowa), Acting Chairman	1949
Assistant Professor John Joseph Leonard, M.A. (Iowa State)	1957
Instructor Robert Joseph Gwyn, M.A. (Texas)	1957
Instructor Joseph M. Ripley, M.A. (Ohio State)	1955
Instructor Richard Morton Uray, M.A. (Kent State)	1958

The Department of Radio-Television offers a program which leads to the Bachelor of Science degree, with specializations in programming, management, commercial management, newscasting and special events, production, announcing, and writing.

The department's program is designed to prepare the student for a career in one of the several phases of the professional broadcasting industry. The program is also designed to provide theory and practice for those students, other than radio-television majors, whose eventual careers might include radio-television activities.

The department is very closely integrated with the University Broadcasting Service, which operates an FM radio station with complete and technically professional studios. This station is operated almost exclusively by students, both radio-television majors and other interested University students. As a part of his training, the radio-television major not only has available, but is required to achieve, actual experience on this station in many of the phases of radio broadcasting such as management, production, announcing, writing, special events, and basic technical aspects. This station is also available for service courses for students in other University curriculum areas.

In television, students produce, under faculty supervision, numerous programs on area commercial stations.

In addition to this practical station experience, the department's program includes field trips to, and work in, area commercial radio and television stations, conferences with recognized industry leaders, programming, and audience research projects.

## *CURRICULAR REQUIREMENTS*

In addition to the general degree requirements, as outlined earlier in this bulletin, each radio-television major is required to have a minimum

of forty-eight hours and a maximum of fifty-six hours in radio-television. Required courses are 161, 251, 257, 273, 351, 373, and 393.

By the close of his sophomore year, each major must demonstrate the ability to type straight copy at the rate of thirty words per minute. This requirement can be met by passing a test to be administered by the Department of Secretarial and Business Education or by enrolling in Secretarial and Business Education 102, which course may not be counted for credit toward the major requirement.

A minor specialization of twenty-four hours is also required in a related area, outside the radio-television curriculum, based on the specialization followed in the radio-television curriculum. This related minor area requirement will be determined in consultation with the chairman of the department. General University requirements may not be counted toward this related minor requirement.

The radio-television major is also required to take a minor concentration of twenty-four hours in an area not related to the specialization in the radio-television curriculum. This non-related minor area requirement will be determined in consultation with the department. General University requirements may not be counted toward this non-related minor requirement.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 161-4. RADIO-TELEVISION SPEAKING. Oral and visual speaking techniques for various radio and television speaking situations such as studio announcing, musical and dramatic programs, interviews, etc. Extensive microphone practice. Many recordings. Sound films for television practice performance.
- 251-3. SURVEY OF BROADCASTING. Examination of the United States system of broadcasting, with emphasis on its history, economics, network and local station operational structures. The various systems of foreign broadcasting.
- 257-4. FUNDAMENTALS OF BROADCAST WRITING. Oral and visual forms of writing for radio and television. Short continuity forms and commercial presentations.
- 261-3. RADIO ANNOUNCING. Vocal and interpretative development. Extensive practice for various announcing situations. Numerous recordings. Two one-hour lectures and two two-hour scheduled laboratory periods each week. Prerequisite: Radio-Television 161 or consent of instructor.
- 273-2. BASIC RADIO PRODUCTION. Production of various types of programs

from conception through completion, including writing, direction, performance. Station operational procedures.

- 351-5. PROGRAMS AND AUDIENCES. The structure of broadcast programs, programming objectives, audience characteristics, and analysis methods.
- 352-4. LAWS AND POLICIES. Legal aspects of broadcasting in the United States. Precedent legal cases and actions by the Federal Communications Commission. Industry and network codes. International agreements. Prerequisite: Radio-Television 351.
- 353-2. RADIO AND TELEVISION IN EDUCATION. The history and role of radio and television in education. Philosophies for education by radio and television. Analysis of types of educational broadcasting, including in-school broadcasting, adult education, and service programs.
- 354-4. RADIO AND TELEVISION PROGRAM PLANNING. Preparation of station program schedules. Development, organization, and planning of new programs within limitations of budgets and local situations. Program revising. Time buying. Prerequisite: Radio-Television 351.
- 355-3. BROADCAST PERSUASION FACTORS. The analysis of persuasion factors and audience responses in terms of program schedules and production. Prerequisite: Radio-Television 354.
- 359-3. BASIC TELEVISION WRITING. The writing of continuity forms for television, exclusive of the dramatic and documentary. Prerequisite: Radio-Television 257 with a minimum grade of B.
- 360-3. TELEVISION DOCUMENTARY AND DRAMATIC WRITING. The writing of dramatic and documentary scripts for television, with emphasis on development of ideas, plot construction, and various forms. Prerequisite: consent of instructor.
- 361-2. TELEVISION ANNOUNCING. Television announcing techniques for such situations as voice-over-film, special events, on-camera studio programs, and commercial presentations. Sound films of performances. Prerequisite: Radio-Television 261.
- 367-3. RADIO-TELEVISION PRODUCTION SURVEY. Radio and television production techniques for those individuals not planning a full-time broadcasting career. Uses of production equipment. Production of basic types of programs. Two one-hour lectures per week and two two-hour scheduled laboratory periods. Not open to radio-television majors.
- 368-3. FUNDAMENTALS OF TELEVISION PRODUCTION. Use of equipment and basic techniques in production of television programs of all types. Three one-hour lectures and three one-hour scheduled laboratory periods per week. Prerequisite: Radio-Television 273 or consent of instructor.
- 369-4. ADVANCED TELEVISION PRODUCTION. Instruction and practical experience in production of television programs, from conception through completion. Three one-hour lectures and three three-hour laboratory periods each week. Prerequisite: Radio-Television 368.
- 370-2. FILM PRODUCTION FOR TELEVISION. Techniques in production of films for use on television, from conception through completion. Participation in six short film productions during quarter. Short film by each student as quarter project. Two one-hour lectures and two two-hour scheduled laboratories per week. Prerequisite: consent of instructor.

- 372-3. RELIGIOUS BROADCAST PROGRAMMING-PRODUCTION. Specifically designed for those entering religious work. Background, development, and analysis of religious broadcasting and programs. Religious program structures. Preparation of several religious programs from conception through completion.
- 373-1 to 5. ADVANCED PRODUCTION LABORATORY. Actual production of radio and television programs from conception through completion. Enrollment and number of hours credit by consent of Director of Broadcasting Service. May be repeated. Must be repeated by majors for total of eight hours minimum, twelve hours maximum.
- 375-1 to 4. PROBLEMS IN PRODUCTION-PROGRAMMING-MANAGEMENT. Attention in different quarters to one or more of the following areas, according to demand: 375A—Newscasting; 375E—Literature of Broadcasting; 375F—Publicity and Promotion; 375G—Advertising and Sales; 375H—Public Service Programming; 375I—Audience-Programming Research Methods; 375J—Individual Research Problems; 375K—Women's Programs and Production; 375L—Control Room Practice; 375M—Announcing Problems. Prerequisite: consent of instructor.
- 385-2. RADIO SPECIAL EVENTS. The nature of radio broadcast special events. Selection, preparation, formatting. Technical considerations. Practice special events broadcasts. One one-hour lecture per week and laboratory. Prerequisite: consent of instructors. May be taken for three quarters.
- 390-5. RADIO STATION MANAGEMENT. Objectives, procedures, equipment, costs, and policies in radio station development and operation. Lectures and discussions by station management representatives. Prerequisite: consent of instructor.
- 393-2. RADIO, TELEVISION, AND SOCIETY. The interrelation of radio and television with social habit patterns and with economic and political systems. Case studies. Prerequisite: Radio-Television 251.
- 394-5. TELEVISION STATION MANAGEMENT. Objectives, procedures, equipment, costs, and policies in television station development and operation. Lectures and discussions by station management representatives. Prerequisite: consent of instructor.

## SPEECH

Professor Earl Edsel Bradley, Ph.D. (Northwestern)	1958
Professor Ralph A. Micken, Ph.D. (Northwestern), Chairman	1957
Professor C. Horton Talley, Ph.D. (Iowa)	1948
Associate Professor Lester R. Breniman, Ph.D. (Ohio State)	1954
Associate Professor Cameron W. Garbutt, Ph.D. (Louisiana State)	1947
Associate Professor Paul Hunsinger, Ph.D. (Northwestern)	1949-58
Associate Professor Walter H. Murrish, Ph.D. (Denver)	1954
Assistant Professor Marion L. Davis, Ph.D. (Wisconsin)	1959
Instructor Eunice Beverly Parsch, M.A. (Northwestern)	1956
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Visiting Professor A. Craig Baird, M.A. (Columbia)	1958-59
Lecturer James B. Fee, M.S. (Southern Illinois)	1956-59
Lecturer Alberta Humble, M.A. (Illinois)	1956-58
Lecturer Frances G. Loder, B.L. (Northwestern)	1957-59

The Department of Speech offers curricula leading to the degrees of Bachelor of Science in the School of Communications with specialization in rhetoric and public address or interpretation, Bachelor of Arts in the College of Liberal Arts and Sciences, and Bachelor of Science in Education in the College of Education for secondary school teachers of speech.

The department offers broad coverage in general speech with a strong forensic program at the intramural and intercollegiate levels. The department offers a summer workshop with programs for high school teachers as well as students.

### *SUGGESTED CURRICULA IN THE SCHOOL OF COMMUNICATIONS*

General degree requirements: Outlined earlier in this bulletin.

Required courses constituting a major in speech with a specialization in rhetoric and public address: Sixty hours of speech including 101, 102, 200, (or 104), 201, 202, 205, 209, 213, 301, 407, 408, and 413 or 417 or 418.

Required courses constituting a major in speech with a specialization in interpretation: Sixty hours of speech including 101, 102, 103, 104, 215, 217, 320, 404, 408; Theater 204; plus twelve hours of English literature.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF EDUCATION*

General degree requirements: Outlined earlier in this bulletin.

College of Education requirements: Refer to the College of Education bulletin.

Required courses constituting a major in speech with a specialization in the secondary certificate program: 101, 102, 103, 202, 205, 209 (1 hour), 306, 402, 408, 427; Theater 111 or 112 or 113, 208 (2 hours) or 308; Radio-Television 367; Speech Correction 428.

Recommended electives: 104, 200, 201, 301.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES*

General degree requirements: Outlined earlier in this bulletin.

College of Liberal Arts and Sciences requirements: Refer to the College of Liberal Arts and Sciences bulletin.

Required courses constituting a major in speech: 101, 102, 103, 202, and additional courses to total forty-eight hours.

Required courses constituting a minor in speech: 101, 102, 103, 202, and additional courses to total twenty-four hours.

### *COURSE DESCRIPTIONS*

#### **GENERAL SPEECH**

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

101-4. **PRINCIPLES OF SPEECH.** Development of an understanding of basic principles and proficiency in the skills involved in everyday communication. Prerequisite to all other courses in speech except 108, 201, 303, 340, 428, unless by permission of the instructor and department chairman.

104-4. **TRAINING THE SPEAKING VOICE.** Designed for those students who desire to improve their voice and articulation.

108-0 to 3. **SPEECH FOR THE FOREIGN BORN I.** Designed to facilitate the learning of American English. May be substituted by foreign-speaking students for Speech 101, with permission of major department chairman.

109-0 to 3. **SPEECH FOR THE FOREIGN BORN II.** Continuation of 108.

200-4. **PHONETICS.** Instruction in the use of phonetic symbols to record the speech sounds of midland American English, with emphasis on ear train-

- ing, and a description of place and manner of production of these sounds.
- 201-2. PARLIAMENTARY LAW. How to conduct a meeting. Study and practice of the rules of parliamentary procedure.
- 203-4. INTRODUCTION TO SPEECH SCIENCE. An introduction to the science of general speech including the history of research in the field and significant experimental trends in the future. Open to all students.
- 211-4. APPLIED PHONETICS. Study of the principal American and British dialects, and the English dialects of Romance and German speakers. Prerequisite: Speech 200, or permission of instructor and department chairman.
- 408-4. PSYCHOLOGY OF SPEECH. Nature and development of speech, its basic psychology, and the part speech plays in personality development.
- 440-4. ADVANCED PHONETICS. Phonetic theory. Materials and methods of linguistic geography. Prerequisite: Speech 200.
- 449-4. GENERAL SEMANTICS. The study of means of changing implications so that language, in spoken or written form, describes the life facts.

Courses on the 500 level and above are for graduate students only.

- 520-3. PHILOSOPHICAL FOUNDATIONS OF SPEECH. A special course reviewing the philosophy of speech for graduate and advanced students. Designed to take advantage of the knowledge and background of distinguished visiting professors.
- 530-1 to 4. RESEARCH PROBLEMS IN SPEECH. Individual work upon selected problems for research.
- 532-4. AREAS AND TECHNIQUES OF RESEARCH IN SPEECH. Study and analysis of outstanding works in the various areas of research. Lectures on research techniques and study possibilities in the field.
- 599-2 to 9. THESIS.
- 600-1 to 48. DISSERTATION.

#### RHETORIC AND PUBLIC ADDRESS

- 102-4. PUBLIC SPEAKING. Analysis of audience motives and reactions stressed in the approach to speech preparation for typical public speaking situations.
- 202-3. PRINCIPLES OF DISCUSSION. Principles and methods of group discussion. Current problems used as materials for discussion.
- 205-3. PRINCIPLES OF ARGUMENTATION AND DEBATE. Principles of argument, analysis, evidence, reasoning, fallacies, briefing, and delivery. Prerequisites: Speech 101, and 102 or 202.
- 209-1. FORENSIC ACTIVITIES. Not more than three hours of credit, and no more than two each year, to be secured for participating in forensic activities.
- NOTE: No credit in excess of nine hours allowed for forensic and dramatic activities courses.
- 213-4. SPEECH COMPOSITION. Rhetorical techniques of public address. One major speech prepared, with every possible refinement. Prerequisite: Speech 102.
- 301-4. PERSUASION. Psychological principles involved in influencing in-



*A debate team in action.*

- dividuals and groups. Prerequisites: Psychology 201 and twelve hours of speech.
- 303-4. **BUSINESS AND PROFESSIONAL SPEAKING.** Speaking needs of business and professional people. Technical reports and lighter types of speaking included in the types studied. Primarily for adult and extension classes.
- 309-1. **FORENSIC ACTIVITIES.** Similar to 209. Prerequisites: eighteen hours of speech and junior standing.
- 407-4. **HISTORY OF AMERICAN PUBLIC ADDRESS I.** Critical studies of American speakers; a study of selected speakers and speeches which reflect the dominant social and political ideas in American history. A lecture, reading, and discussion course.
- 413-4. **HISTORY OF AMERICAN PUBLIC ADDRESS II.** A continuation of 407; may be taken independently.
- 417-4. **CONTEMPORARY PUBLIC ADDRESS.** A critical study of speakers and speeches selected to present the characteristic ideas of leading social and political developments in national and international affairs since 1918. A lecture, reading, and discussion course.
- 418-4. **BRITISH PUBLIC ADDRESS.** Critical study of British speaks to c. 1920. Selection of material will be governed both by men and the issues that moved men throughout British history.

- 425-3. **TECHNIQUES OF DISCUSSION LEADERSHIP.** Studies in the field of group discussion designed to clarify the functions and concepts of the leader in democratic society.

Courses on the 500 level are for graduate students only.

- 500-4. **SURVEY OF CLASSICAL RHETORIC.** Ancient rhetoricians and orators from Corax to Augustine, with special emphasis upon the works of Aristotle and Cicero. Lectures and special studies.
- 504-3. **MEDIEVAL RHETORICAL THEORY.** An examination of the rhetorical scholasticism between A.D. 500 to 1600 designed to facilitate understanding of the transition from classical to modern theory.
- 505-4. **MODERN RHETORICAL THEORY.** An analysis of selected theories of public address from the seventeenth century to the present, with a view to discovering the methods and objectives of modern rhetoricians and relating them to society and its problems during the period.
- 508-4. **SEMINAR: STUDIES IN DISCUSSION.** Studies in group thinking and group action with a view to improving discussion and conference techniques.
- 510-4. **SEMINAR: PERSUASION AND SOCIAL CONTROL.** Studies covering the uses and applications of persuasion in the various fields of social activity. The mass media will be examined as they apply to such areas as politics, business, religion, and education.
- 524-3. **SEMINAR: PROBLEMS IN RHETORIC AND PUBLIC ADDRESS.** Individual problems in the theories and methods in various fields of public speaking; a survey of the areas and methods of graduate research in public speaking. Prerequisite: twelve hours of public address.
- 530-1 to 4. **RESEARCH PROBLEMS IN SPEECH.** Individual work upon selected problems for research.
- 599-2 to 9. **THESIS.**

#### ORAL INTERPRETATION COURSES

- 103-4. **ORAL INTERPRETATION.** A basic course for speech majors, teachers, preachers, and those interested in the analysis of good literature and the oral communication of the literature to an audience.
- 215-4. **ORAL INTERPRETATION OF PROSE.** The study of prose literature and the problems of communicating the thought, feeling, and viewpoint of the author to the audience. Prerequisite: Speech 103.
- 217-4. **ORAL INTERPRETATION OF POETRY.** The reading of poetry and the interpretation of the thought and emotional content of the poetry to the audience. Prerequisite: Speech 103.
- 320-4. **ORAL INTERPRETATION OF DRAMATIC LITERATURE.** Reading, selecting, cutting, and presentation of various types of dramatic literature. Each person in the class gives a final recital program of readings. Prerequisite: Speech 103.
- 404-4. **RECITAL AND LECTURE RECITAL.** Study of professional work on the public platform which is climaxed by a lecture or recital of a professional nature. Prerequisite: twelve hours of public speaking, interpretation, or theater.

Courses on the 500 level are for graduate students only.

- 523-3. SEMINAR: PROBLEMS IN INTERPRETATION. An investigation of the more advanced problems in oral interpretation; such as creation of atmosphere, use of restraint, impersonation, and impressionism. Prerequisites: eighteen hours in interpretation and permission of the instructor.
- 530-1 to 4. RESEARCH PROBLEMS IN SPEECH. Individual work upon selected problems for research.
- 599-2 to 9. THESIS.

#### SPEECH EDUCATION

- 306-4. TEACHING SPEECH IN SECONDARY SCHOOLS. Philosophy of speech education in the secondary school, and effective teaching of speech through curricular and extracurricular work. Required of majors and minors working for a secondary education degree in the College of Education. Prerequisite: sixteen hours of speech.
- 310-3. CHILDREN'S THEATER. Dramatization of children's stories, and presentation of plays for children.
- 340-4. TEACHING SPEECH IN ELEMENTARY SCHOOLS. Role of speech training in the elementary school; speech needs of children; methods of teaching speaking and listening activities in the elementary school. Prerequisite: Speech 101.
- 402-4. DIRECTING. Selection of plays, casting, and methods of rehearsal. Development of characterization, control of tempo, and similar problems studied. Students to direct or to aid in directing one-act plays and major productions.
- 410-4. CREATIVE DRAMATICS. Principles of creative dramatics. Methods of developing original dramatizations with kindergarten-primary school children. The course will be developed through study, observation, and practice. Prerequisite: senior or graduate standing with either a kindergarten-primary, speech, or theater major.
- 427-4. THE FORENSIC PROGRAM. Coaching and organizational methods for extracurricular and curricular forensic programs in school and college.

Courses on the 500 level are for graduate students only.

- 511-3. TEACHING THE COLLEGE SPEECH COURSE. A study of the problems, methods, and materials in the teaching of speech in college with primary emphasis on the basic course. Examination of textbooks, courses of study, curriculum making, measurement, and relationship to other subject matter fields.
- 525-4. SEMINAR IN SPEECH EDUCATION. Deals with problems of philosophy and methods of teaching speech in the elementary and secondary schools. Prerequisite: Speech 306 or consent of instructor.
- 530-1 to 4. RESEARCH PROBLEMS IN SPEECH. Individual work upon selected problems for research.
- 599-2 to 9. THESIS.

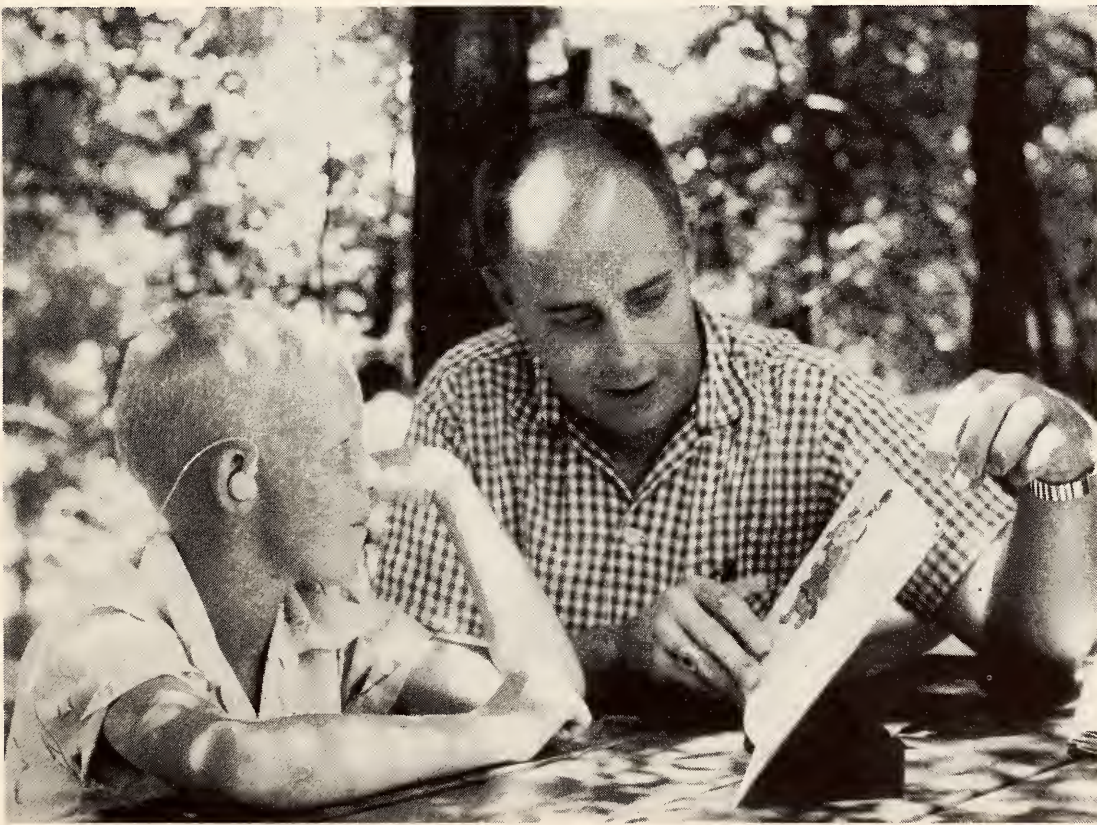
SPEECH CORRECTION

Professor John O. Anderson, Ph.D. (Ohio State)	1950
Professor I. P. Brackett, Ph.D. (Northwestern), Chairman	1951
Associate Professor Chester J. Atkinson, Ph.D. (Ohio State)	1955
Associate Professor Cameron W. Garbutt, Ph.D. (Louisiana State)	1947
Assistant Professor Gene Jerome Brutten, Ph.D. (Illinois)	1957
Assistant Professor Michael S. Hoshiko, Ph.D. (Purdue)	1957
Instructor Hugo Harris Gregory, M.A. (Northwestern)	1958

---

Visiting Professor Herbert Koepp-Baker, Ph.D. (Iowa) 1958-59

Speech correction, pathology, and audiology is an area which has as its objective the training of qualified personnel to work with people handicapped in either speech or hearing. Positions in this field are available in



*A child receiving speech and hearing therapy at the Little Grassy Camp during the summer.*

the public schools, colleges, and universities, and in highly specialized public or private clinics. Experience is obtained through work at the University Speech and Hearing Clinic, which is one of the participating agencies in the Co-operative Clinical Services. Additional practical experience is available at the University School; a six-week summer camping program in co-operation with the Division of Services for Crippled Children and the Easter Seal Society; the Marion V.A. Hospital; rehabilitation work sponsored by the Division of Vocational Rehabilitation; and traveling speech and hearing clinics which serve schools and communities in the area through the media of surveys, diagnostics, and therapy.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF EDUCATION*

General degree requirements: Outlined earlier in this bulletin.

College of Education requirements: Refer to the College of Education bulletin.

Required courses constituting a major in speech correction: (1) Twenty-four to twenty-eight hours from American public education, child psychology, mental hygiene or personality adjustment, tests and measurements, and psychology of exceptional children; (2) thirty to thirty-eight hours of speech correction; (3) eight hours in the field of hearing; (4) two hundred clock hours of supervised case work in a teacher-training center.

The recommended courses to meet the requirements of items 2 and 3 above are 200, 212, 318, 319, 405 (4-12 hours), 406, 412, 414, 419.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

100-0 to 2. *SPEECH CLINIC*. For students with speech and hearing deviations who need individual help. Course may be repeated up to four hours.

104-4. *TRAINING THE SPEAKING VOICE*. For those students who desire to improve their voice and articulation.

108-0 to 3. *SPEECH FOR THE FOREIGN BORN I*. Designed to facilitate the learning of American English. May be substituted by foreign-speaking students for Speech 101, with permission of major department chairman.

109-0 to 3. *SPEECH FOR THE FOREIGN BORN II*. Continuation of 108.

200-4. *PHONETICS*. Instruction in the use of phonetic symbols to record the speech sounds of midland American English, with emphasis on ear training, and a description of place and manner of production of these sounds.

- 203-4. INTRODUCTION TO SPEECH SCIENCE. An introduction to the science of general speech including the history of research in the field and significant experimental trends in the future. Open to all students.
- 212-4. ARTICULATORY PROBLEMS AND DELAYED SPEECH. Designed to acquaint the student with articulatory speech defects. Diagnostic and therapeutic techniques stressed.
- 318-4. VOICE AND CLEFT PALATE. Voice disorders including cleft palate. Prerequisite: Speech Correction 212, or consent of the instructor.
- 319-4. STUTTERING. Deals with diagnostic and therapeutic techniques for the understanding and treatment of stuttering. Prerequisite: Speech Correction 212, or consent of the instructor.
- 405-0 to 4. PRACTICUM IN SPEECH AND HEARING THERAPY. Clinical and school procedures in speech correction. One hour of class per week, and two hours of clinical work for each hour of credit. May be repeated for up to twelve hours of credit.
- 406-4. TECHNIQUES AND INTERPRETATION OF HEARING TESTS. Principles and techniques of testing the hearing and interpreting those tests in terms of the individual's needs.
- 409-4. RESEARCH TECHNIQUES IN SPEECH SCIENCE. A presentation of the research techniques used in speech science with particular emphasis on equipment, experimental design, and study of significant research contributions to the field. Open to advanced students in speech or those with consent of the instructor.
- 412-4. CEREBRAL PALSY. An investigation of the etiology, problems, and therapy of cerebral palsy.
- 414-4. ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS. A study of the anatomy and physiology of speech and hearing mechanisms. (Same as Physiology 414.)
- 415-4. APHASIA. An investigation of the etiology, problems, and therapy of aphasia.
- 416-4. HEARING. A course designed to acquaint the student with the theories and facts concerned with the functions of the hearing mechanism.
- 419-4. COMMUNICATION PROBLEMS OF THE DEAF AND HARD OF HEARING. Objectives and techniques for the teaching of lip reading, speech conservation, and auditory training. (Same as Special Education 419.)
- 420-4. ADVANCED CLINICAL AUDIOMETRY. Principles and procedures for advanced audiometric testing. Prerequisite: Speech Correction 406.
- 428-4. SPEECH CORRECTION FOR THE CLASSROOM TEACHER. Etiology and therapy of common speech defects. Open to in-service teachers, seniors, and graduate students in education.
- 429-4. SPEECH CORRECTION FOR ALLIED PROFESSIONS. Etiology of speech and hearing defects, and resources available for those with such defects. Course designed for majors in counseling. Prerequisite: consent of the instructor.

Courses on the 500 level and above are for graduate students only.

- 515-1 to 4. READINGS IN SPEECH PATHOLOGY. Supervised and directed readings in specific areas of speech pathology.

- 516-1 to 4. SEMINAR IN RESIDUAL HEARING. Special problems of auditory training, speech reading, hearing aids, and programming for aural rehabilitation.
- 520-1 to 4. SEMINAR IN HEARING. Special hearing problems of interest to the advanced student. Special projects and field work.
- 521-1 to 4. SEMINAR IN ARTICULATION AND DELAYED SPEECH. Special problems of language development and articulation.
- 522-1 to 4. SEMINAR IN ORGANIC SPEECH PROBLEMS. Special problems in cerebral palsy, cleft palate, and aphasia. Special projects and field work.
- 528-1 to 4. SEMINAR IN THE INTERPERSONAL RELATIONSHIPS IN SPEECH AND HEARING. Problems faced by the speech therapist in a variety of interpersonal relationship situations such as testing, interviewing, parent-teacher conferences, etc.
- 529-1 to 4. SEMINAR IN STUTTERING. Special problems of stuttering.
- 530-1 to 4. RESEARCH PROBLEMS IN SPEECH CORRECTION. Individual work upon selected problems for research.
- 531-1 to 4. SEMINAR IN EXPERIMENTAL PHONETICS. An investigation into the experimental approaches for the study of the phenomena of speech.
- 533-1 to 4. SEMINAR IN SPEECH SCIENCE. Special problems in voice science and acoustic perception.
- 534-1 to 4. SEMINAR IN INSTRUMENTATION. Familiarity with instruments, their uses, capabilities, and limitations, as they apply to the study of speech and hearing.
- 599-2 to 9. THESIS.
- 600-1 to 48. DISSERTATION. Up to forty-eight hours or the equivalent.



## THEATER

Professor Archibald McLeod, Ph.D. (Cornell), Chairman	1947
Associate Professor Sherwin Abrams, Ph.D. (Wisconsin)	1955
Associate Professor Charles Zoeckler, B.A. (West Virginia)	1957
Assistant Professor Christian H. Moe, Ph.D. (Cornell)	1958
Instructor Darwin Reid Payne, M.F.A. (Southern Illinois)	1957-58

The Department of Theater offers curricula leading to the degrees of Bachelor of Science in the School of Communications, Bachelor of Arts in the College of Liberal Arts and Sciences, and Bachelor of Science in Education in the College of Education. There is also a program leading to the Master of Arts and Master of Science degrees in the Graduate School.

The department provides at the undergraduate and graduate levels instruction and training in all phases of dramatic production for the stage, and in basic techniques for dramatic production in television, radio, and motion pictures.

The Department of Theater believes that education for dramatic production entails (1) a knowledge of dramatic literature; (2) training and practice in acting, directing, and technical production (stage management, crew work, the planning and execution of costumes, lighting, and scenery); (3) understanding of the essential nature of theater art through study of theater esthetics, history, and criticism; (4) a survey of theater management practices.

The theater curriculum at Southern is designed to achieve the following objectives: (1) to teach future high school speech teachers how to produce plays; (2) to provide basic training for professional dramatic work in stage, film, radio, and television; (3) to provide a foundation for graduate study in theater production, history, and theory; (4) to provide the general college student with opportunities to participate on an extracurricular basis in a co-operative artistic enterprise, and with courses which will contribute to a broad liberal arts education; (5) to provide the student of general speech with training and experience in an important type of speech activity; and (6) to provide campus, city, and area with live theater performances of the best plays, including children's plays and operas, of past and present.

The Southern Playhouse offers facilities for practical experience in every phase of dramatic production. The Southern Players, under the

supervision of the theater faculty, produce each school year five three-act plays, three plays for children, programs of one-acts, and (with the music department) an opera. Each fall term the Touring Theater, a troupe composed of theater students registered in the theater practicum course (Theater 322) tours Southern Illinois for several weeks, performing daily a three-act play and a play for children. Each summer a resident stock company produces a five-production playbill in the newly air-conditioned Southern Playhouse.

### *SUGGESTED CURRICULUM IN THE SCHOOL OF COMMUNICATIONS*

General degree requirements: Outlined earlier in this bulletin.

Required courses constituting a major in theater: 106, 111, 112, 113, 204, 207, 305, 311, 312, 313, 322 (tour 12 hours), 402, 403, 432, 438; English 206, 360 or 365 or 366, 363 or 406, 464; Speech 103.



*"The play's the thing . . . ."*

### *SUGGESTED CURRICULUM IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES*

General degree requirements: Outlined earlier in this bulletin.

College of Liberal Arts and Sciences requirements: Refer to the College of Liberal Arts and Sciences bulletin.

Required courses constituting a major in theater: 106, 111 or 112 or 113, 305, 313, 322, 402, 403, 438; Speech 103, 320.

Required courses constituting a minor in theater: 106, 111, 204, 402, 438; Speech 103, 408.

General degree requirements: Outlined earlier in this bulletin.

College of Education requirements: Refer to the College of Education bulletin.

Required courses constituting a major in theater: 204, 111, 112, 113, 207, 305, 311, 322, 402, 403, 432.

Required courses constituting a minor in theater: 204, 111, 207, 305, 311, 402.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF EDUCATION*

#### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

106-4. INTRODUCTION TO THE THEATER.

111-3, 112-3, 113-3. STAGING TECHNIQUES. Lectures and practical experience in all phases of dramatic production in connection with departmental public presentations. A year course for majors; for non-majors one term is prerequisite to all courses numbered over 200.

204-4. ACTING. Basic techniques of acting in all dramatic media. Emphasis on expression through bodily action and movement.

207-4. FUNDAMENTALS OF THEATRICAL DESIGN. A basic course employing graphic media and workshop exercises designed to acquaint theater majors with the problems encountered by the director, scene designer, costumer, and lighting director in providing a suitable environment, by visual means, for the actor.

208-1 to 3. DRAMATIC ACTIVITIES. Credit to be earned by participation in public performances.

305-2. STAGE MAKE-UP. Theory and technique of various types of make-ups.

- 308-1 to 3. DRAMATIC ACTIVITIES. Same as 208. Majors may elect up to twelve hours of 208 and/or 308.
- 311-4. INTRODUCTION TO PLAYWRITING. Analysis of dramaturgical techniques and theory through the study of selected plays and criticism; includes the preparation of a play scenario. Prerequisites: one course in dramatic literature and consent of instructor.
- 312-4. STAGE DESIGN. The design of settings for the stage and other dramatic media.
- 313-4. HISTORY OF THE THEATER. The theater and theatrical art from the beginning to the early nineteenth century.
- 314-4. ADVANCED ACTING FOR THEATER, TELEVISION, AND RADIO. Theory and practice of acting in dramatic productions for theater, television, and radio.
- 322-2 to 12. THEATER PRACTICUM. Practical experience in acting, directing, and associated theater work in area tours and summer stock. Credit may be earned for the course both on tour and in stock.
- 402-4. DIRECTING. Selection of plays, casting, and methods of rehearsal. Development of characterization, control of tempo, and similar problems studied. Students to direct or to aid in directing one-act plays and major productions.
- 403-4. AESTHETICS OF THE DRAMA AND THE THEATER. A study of the principles and practice of modern dramatic production in the light of modern aesthetic theory. A course attempting to formulate an aesthetic judgment of the theater.
- 404-4. THEATER MANAGEMENT. Theater operational procedure, including both fundamental structuring and house management. The former aspect includes administration, purchasing and accounting practices, ticket sales, publicity, promotion, and public relations. The latter aspect covers the management of box office and ushering.
- 411-4. PLAYWRITING. The writing of a full-length play forms the basis of the course. Individual conferences supplement the class discussion and analysis of student writing. Prerequisites: Theater 311 and consent of instructor.
- 430-4. ADVANCED TECHNICAL PROBLEMS. Solutions for problems presented by certain types of plays and modes of production. Study of drawing problems in the planning of floor plans, pictorial views, working drawings, and elevations.
- 432-4. STAGE LIGHTING. Instruments and control equipment; principles and techniques of lighting dramatic productions.
- 438-4. CONTEMPORARY DEVELOPMENTS IN THE THEATER. Critical study of theory and practice in acting, directing, production, and architecture in the modern theater. The rise and development of the film, radio, and television as dramatic media.

Courses on the 500 level are for graduate students only.

- 502-4. ADVANCED DIRECTING. Study of and practice in the techniques of directing period plays, verse plays, music dramas, arena productions, and other types and styles of plays presenting special directing problems.

- 509-4. THE HIGH SCHOOL THEATER AND ITS PRODUCTION PROBLEMS. Consideration of stages, machinery, equipment, light controls and instruments, production, techniques, and analysis of basic needs of the high school theater.
- 518-4. THEATER AUDIENCE. A course attempting to determine (1) the relations between the drama, *mise en scène*, and the theater audience; and (2) the psychological nature of the spectator's experience in the theater.
- 519-1 to 12. THEATER PRACTICUM. Practical experience in acting, directing, and associated theater work on campus, in area tours, and summer stock.
- 526-3. SEMINAR IN THEATER ARTS. Special problems of interest to the advanced student.
- 530-1 to 4. RESEARCH PROBLEMS IN SPEECH. Individual work upon selected problems for research.
- 599-2 to 9. THESIS.



## *Southern Illinois University Foundation*

The Southern Illinois University Foundation is a nonprofit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills and suitable forms for gifts and memorials, including bequests by means of life insurance. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

The present officers of the Foundation are:

Mr. Everett Prosser, *President*, Carbondale.

Mr. Fred Harrison, *Vice-President*, Herrin.

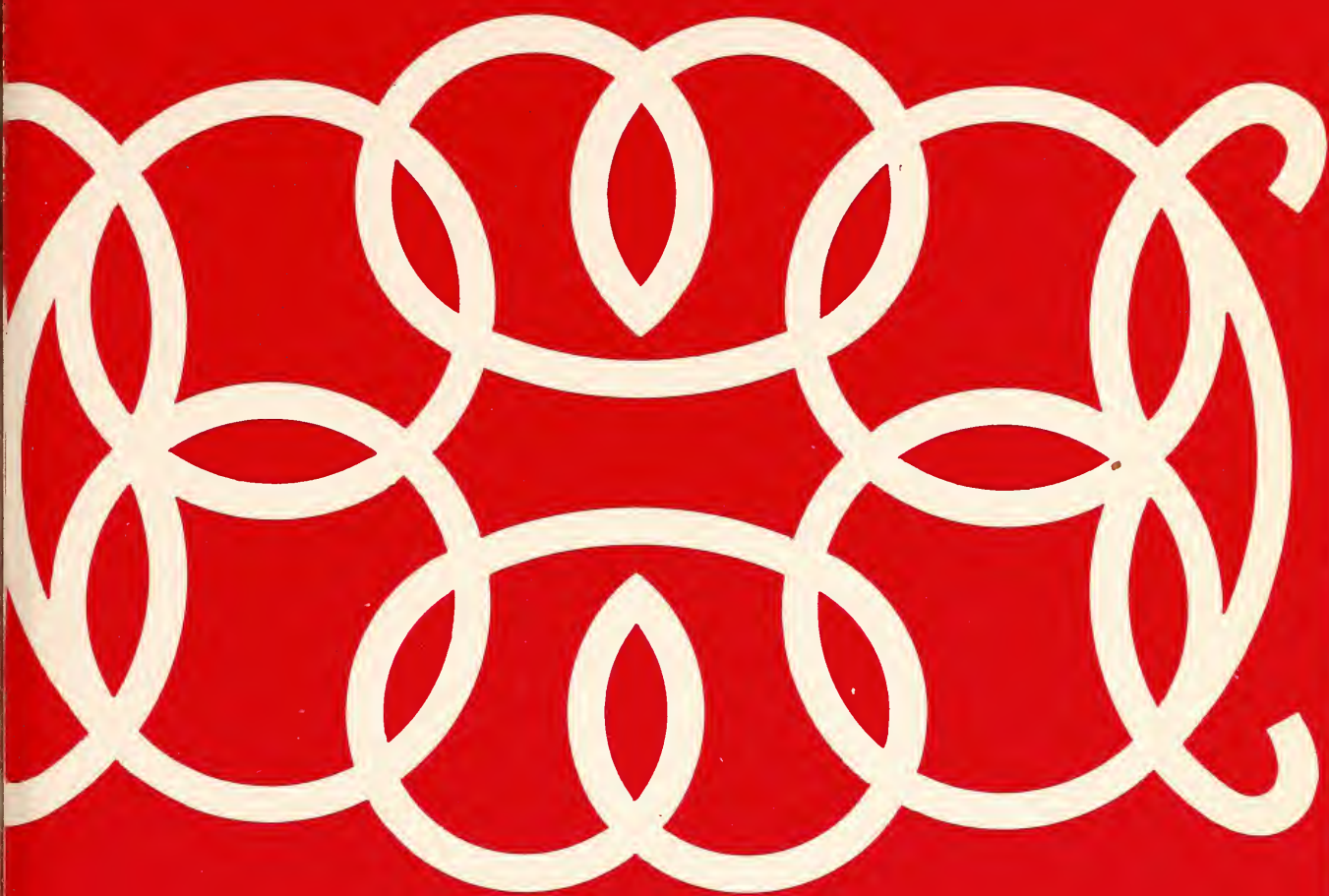
Mrs. Lois H. Nelson, *Executive Secretary*, Southern Illinois University.

Mr. Robert L. Gallegly, *Treasurer*, Southern Illinois University.

Mr. Kenneth R. Miller, *Executive Director*, Southern Illinois University.



*southern Illinois University Bulletin*



**1959·1960**  
*School of Home Economics*

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**Vol. 1, No. 4**



REGISTRAR'S OFFICE  
SOUTHERN ILLINOIS UNIVERSITY  
May 22, 1959

On May 22, 1959, the Board of Trustees raised tuition rates effective with the Fall Quarter, 1959. In determining what tuition and fees will be, the following tuition rates should be used rather than those appearing in the General Information Bulletin:

Tuition	\$42.00*
Student Activity Fee	9.50
Student Union Building Fund Fee	5.00
Book Rental Fee	5.00
	<hr/>
Total	\$61.50

Extension course fees are \$6.00 per quarter-hour plus a \$1.05 book rental fee per course.

Adult education course fees are computed on the basis of approximately \$.60 per contact hour.

Fees and other expenses not mentioned on this insert remain the same as given in the General Information Bulletin.

\*Out-of-state students (non-Illinois residents) pay \$92.00 tuition rather than \$42.00.



# School of Home Economics

## *Announcements for 1959-1960*



SOUTHERN ILLINOIS UNIVERSITY BULLETIN

New Series Volume 1      Number 4      May 28, 1959

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Southern Illinois University  
Carbondale, Illinois

# Objectives of Southern Illinois University

## TO EXALT BEAUTY

IN GOD,  
IN NATURE,  
AND IN ART;  
TEACHING HOW TO LOVE THE BEST  
BUT TO KEEP THE HUMAN TOUCH;

## TO ADVANCE LEARNING

IN ALL LINES OF TRUTH  
WHEREVER THEY MAY LEAD,  
SHOWING HOW TO THINK  
RATHER THAN WHAT TO THINK,  
ASSISTING THE POWERS  
OF THE MIND  
IN THEIR SELF-DEVELOPMENT;

## TO FORWARD IDEAS AND IDEALS

IN OUR DEMOCRACY,  
INSPIRING RESPECT FOR OTHERS  
AS FOR OURSELVES,  
EVER PROMOTING FREEDOM  
WITH RESPONSIBILITY;

## TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD  
TO UNDERSTANDING  
AND UNDERSTANDING  
TO WISDOM.



## *Board of Trustees*

	TERM EXPIRES
JOHN PAGE WHAM, <i>Chairman</i> , Centralia	1965
LINDELL W. STURGIS, <i>Vice-Chairman</i> , Metropolis	1965
MELVIN C. LOCKARD, <i>Secretary</i> , Mattoon	1965
STELLA COLLINS, West Frankfort	1961
KENNETH L. DAVIS, Harrisburg	1963
HAROLD R. FISCHER, Granite City	1963
MARTIN F. OEHMKE, East St. Louis	1961
GEORGE T. WILKINS, ( <i>Ex-officio</i> ) Springfield	
LOUISE MOREHOUSE, <i>Recorder</i>	

## *Officers of Instruction*

President D. W. Morris, Ph.D. (Iowa)	1948
Vice-President for Instruction Charles D. Tenney, Ph.D. (Oregon)	1931
Dean Eileen E. Quigley, Ed.D. (Missouri)	1948
Chief Academic Adviser Helen Evans, Ph.D. (Michigan State)	1953-54; 1957
Registrar and Director of Admissions Robert A. McGrath, Ph.D. (Iowa)	1949



# Table of Contents

UNIVERSITY CALENDAR, 1959-60 .....	viii
UNIVERSITY CALENDAR, 1960-61 .....	ix
THE UNIVERSITY .....	1
History .....	1
Campus .....	1
University Sessions .....	2
University Regulations .....	2
SCHOOL OF HOME ECONOMICS .....	3
History .....	3
Objectives .....	3
Undergraduate Programs .....	4
Graduate Programs .....	6
Facilities .....	7
Clubs and Fraternities .....	8
Student Activities .....	8
Admission .....	9
Tuition and Fees .....	9
Housing .....	9
Financial Assistance .....	10
Employment Opportunities .....	10
Advisement .....	11
General Bachelor's Degree Requirements .....	11
INSTRUCTIONAL UNITS .....	13
Clothing and Textiles .....	13
Course Descriptions .....	14
Food and Nutrition .....	18
Course Descriptions .....	20
Home and Family .....	22
Course Descriptions .....	24
Home Economics Education .....	26
Course Descriptions .....	27

# *University Calendar, 1959-1960*

## SUMMER SESSION

Session Begins	Monday, June 22
Independence Day Holiday	Friday, July 3
Final Examinations	Wednesday–Thursday, August 12–13
Commencement	Friday, August 14

## FALL QUARTER

New Student Week	Friday–Tuesday, September 18–22
Quarter Begins	Wednesday, September 23
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 25–30
Final Examinations	Monday–Saturday, December 14–19

## WINTER QUARTER

Quarter Begins	Monday, January 4
Final Examinations	Monday–Saturday, March 14–19

## SPRING QUARTER

Quarter Begins	Monday, March 28
Memorial Day Holiday	Monday, May 30
Final Examinations	Wednesday–Tuesday, June 8–14
Commencement	Wednesday, June 15

Summer Session classes will begin Tuesday, June 23. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5.45 P.M. or later) will begin on the first day of the quarter.

# *University Calendar, 1960-1961*

## SUMMER SESSION\*

Session Begins	Monday, June 20
Independence Day Holiday	Monday, July 4
Final Examinations	Wednesday–Thursday, August 10–11
Commencement	Friday, August 12

## SUMMER QUARTER\*

Quarter Begins	Monday, June 20
Independence Day Holiday	Monday, July 4
Quarter Ends	Friday, September 2

## FALL QUARTER

New Student Week	Friday–Tuesday, September 16–20
Quarter Begins	Wednesday, September 21
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 23–28
Final Examinations	Monday–Saturday, December 12–17

## WINTER QUARTER

Quarter Begins	Tuesday, January 3
Final Examinations	Monday–Saturday, March 13–18

## SPRING QUARTER

Quarter Begins	Monday, March 27
Memorial Day Holiday	Tuesday, May 30
Final Examinations	Wednesday–Tuesday, June 7–13
Commencement	Wednesday, June 14

Summer classes will begin on Tuesday, June 21. During the fall, winter, and spring quarters, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.

\* Provision has been made for either an eight-week summer session or a regular summer quarter. The one to be followed will not be known until after the Illinois General Assembly acts on the University's budget during the 1959 legislative session.



# The University

This bulletin covers in detail questions concerning the School of Home Economics. It does not cover all questions concerning Southern Illinois University. For complete information about the University, the prospective student should address the General Publications Office for a copy of the General Information Bulletin.

## HISTORY

Southern Illinois University was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

For some years after its establishment, Southern operated as a two-year normal school. In 1907 it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943 the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948 it was authorized to grant also the degrees of Master of Arts and Master of Science. In 1952 the Master of Fine Arts degree was added to the list, and in 1956 the Master of Music, the Master of Music Education, and the Doctor of Philosophy degrees.

## CAMPUS

The main campus of Southern Illinois University is located in Carbondale, in Jackson County. The region is noted for its large peach and apple orchards, which in blossom time attract many tourists. Giant City, a state park, is a popular resort to the south of Carbondale, and Crab

Orchard Lake, with swimming, boating, and fishing facilities, lies four miles to the east.

The Carbondale campus is at present undergoing extensive expansion. It now comprises more than seventeen hundred acres, and more tracts of land are to be added. Twenty-three permanent buildings form the nucleus of the University's physical plant. Other permanent buildings are under construction.

## UNIVERSITY SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends about the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University Calendar.

In addition to the three regular quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter.

The summer session consists of a comprehensive program of courses offered by all the departments of the University. In addition to the courses which run the full eight weeks, there are a number of workshops and short courses covering a shorter period of time.

## UNIVERSITY REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; and to change any other regulation affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have matriculated in the University. The University also reserves the right to withdraw courses and to change fees.

# School of Home Economics

## HISTORY

Home economics began at Southern Illinois University in 1909, when a Department of Household Arts was established. The first degree students were graduated in 1937. The department was approved to offer the vocational Smith-Hughes teacher training program in 1940, and the first students so approved were graduated in 1940. In 1949 the curriculum for dietitians, which meets the requirements of the American Dietetics Association, was organized. In that same year the National Restaurant Association requirements in institution management were met and a curriculum for home advisers was added and approved by state authorities. In 1952 the department was approved for federal and state reimbursement by the Vocational Division of the United States Office of Education and by the State Board for Vocational Education. The recommendations of Home Economists in Business and the American Institute of Decorators are followed for the curricula in apparel design, clothing and textiles merchandising, foods in business, and interior decoration. In 1952 the Department of Home Economics was approved to offer the Master of Science and Master of Science in Education degrees.

The School of Home Economics was established in July, 1957, to provide instruction, to stimulate research, to provide service work in this field for other educational units desiring it, and to give service to the people in the area. The school is composed of the departments of Clothing and Textiles, Food and Nutrition, Home and Family, and Home Economics Education.

## OBJECTIVES

The objectives of the school as established by the home economics

faculty are (1) the personal development of each student, (2) preparation for home and family life, (3) preparation for a profession, and (4) service to the area.

Home economics includes the science and art of improved home living through the management of available resources such as clothing that is both economical and artistic; food that is both nutritionally adequate and satisfying; individuals who are well adjusted; families in which the members are co-operative and in which relationships are satisfying and happy; housing, large or small, that is comfortable, convenient, and attractive; and homes where the care, growth, and guidance of children are understood.

## UNDERGRADUATE PROGRAMS

The School of Home Economics offers curricula leading to the following degrees:

1. Bachelor of Science in Education, for students in the College of Education. This curriculum is planned to meet the needs of students desiring to teach home economics in school departments maintained according to the provisions of the federal vocational acts. A Vocational Home Economics Certificate requires a bachelor's degree in home economics from an institution and in a curriculum approved for teacher training by the Vocational Division of the United States Office of Education and by the State Board for Vocational Education. Southern Illinois University is so approved for training teachers of home economics.

2. Bachelor of Science, for students in the School of Home Economics. The following fields of specialization are offered leading to this degree:

*Apparel Design.* This curriculum is planned for students whose major interests and abilities are in clothing design and clothing construction. It offers preparation for designing of apparel or allied positions in the wholesale and retail fashion fields through training in textiles, creative design, draping, pattern making, and clothing construction.

*Clothing and Textiles Merchandising.* This curriculum is planned for students whose major interest is in the field of merchandising. It provides fundamental training for positions as salespeople, buyers, and department managers in department stores and other retail stores dealing with apparel and home furnishings. It includes appropriate course work in marketing, advertising, accounting, journalism, and merchandising, as well as in the fields of clothing, textiles, and home furnishing. Beside course work,

this curriculum provides a period of field experience in the area of the student's special interest.

*Dietetics.* This curriculum is designed to give a strong technical education to those interested in becoming dietitians in hospitals, college dormitories, industrial plants, health clinics, laboratories, or public health and welfare organizations. The suggested curriculum meets the requirements of the American Dietetics Association.

*Foods in Business.* This curriculum is planned for those students who desire to enter the business field as home service representatives for utility companies; as demonstrators for manufacturers; or for other educational, experimental, and promotional work with household equipment and foods.

*Home Advisers.* This curriculum prepares the students for positions as home advisers, 4-H Club agents, and, with further training, extension specialists.

*Homemaking.* This curriculum is designed to give emphasis to the personal development of the student and preparation to carry the responsibilities of homemaking and citizenship, rather than preparation for a salaried career. Students enrolled in the School of Home Economics may meet the state requirements for a limited high school teaching certificate and qualify for the Vocational Smith-Hughes Certificate by using as their electives certain prescribed courses in the College of Education.

*Institution Management.* A curriculum in institution management is planned to prepare students for managerial positions in institutional services. Graduates are prepared to fill positions as food service managers for residence halls, hotels, tearooms, school lunchrooms, and industrial or commercial restaurants. This curriculum meets the requirements of the National Restaurant Association.

*Interior Decoration.* A curriculum in interior decoration is planned to prepare students for positions on interior decorating staffs of department stores, in consultant capacities in allied fields, and in establishing an interior decorating business. Graduates are eligible for membership in the American Institute of Decorators.

No minor is required in the School of Home Economics.

3. Bachelor of Arts, for students in the College of Liberal Arts and Sciences. This curriculum is planned for the profession of homemaking rather than for any of the salary-earning professional careers in home economics. It includes fundamental work in the various areas of home economics. Electives should be selected for their contribution to the broad cultural background so desirable for homemakers. This major allows time for specialization in a second field.

### *MINOR FOR NON-MAJORS*

Students who have majors in other areas but who desire an inter-departmental minor in home economics for cultural or practical values must fulfill the following requirements:

1. They must take twenty-four hours divided among the fields of clothing and textiles, food and nutrition, and home and family. The division need not be equal unless a teaching minor is planned. In that case, they should take the special methods course Home Economics Education 309 and do one term of student teaching in home economics.

2. Unless excused for a very good reason, they should live in the Home Management House, taking course 332 for four of the required hours of the minor.

3. They should select from the following courses: Clothing and Textiles 127, 135, 230, 233, 251, 326, 329, 339, 360; Food and Nutrition 105, 206, 316, 320, 335, 336; and Home and Family 227, 237, 324, 331, 332, 341, 345.

## GRADUATE PROGRAMS

The graduate program in the School of Home Economics offers an opportunity for study beyond the bachelor's degree. Its purposes are to broaden and deepen the previous training and to introduce the student to research methods, techniques, and literature.

Admission to graduate work in home economics is dependent upon certain qualifying conditions:

1. A bachelor's degree with a major or its equivalent in home economics from an accredited college. Under certain circumstances a student with substantial course work in home economics may be admitted and allowed to make up undergraduate deficiencies concurrently.

2. A scholastic record that indicates ability to pursue advanced study and research.

3. Demonstrated ability to write effectively.

A major in home economics on the graduate level may lead to the following degrees:

1. Master of Science in Education. Thirty-two hours in the field of home economics are required for a major in the field; with a sixteen-hour minor in education. The student's graduate committee may require a program including additional credits. Required courses are Home Economics

Education 500, Research Methods; 505, Home Economics in Secondary Schools; 506, Evaluative Procedures in Home Economics; 599, Thesis, or as an alternative to writing a thesis, specific courses on the graduate level as recommended by the student's advisory committee and approved by the Dean of the Graduate School. Each student who does not write a thesis must submit to the Graduate School, for its permanent records, a copy of a research paper as evidence of his knowledge of formal research techniques.

2. Master of Science. Forty-eight hours of home economics, or thirty-two hours of home economics plus sixteen hours in an approved related field, are required for a major leading to this degree.

A graduate minor in home economics is sixteen specified hours, selected after consultation with the graduate staff of the School of Home Economics.

All graduate students who major in home economics are registered in the Graduate School. Inquiries about admission should be addressed to the Office of Admissions or the Graduate School. Requests for specific information regarding opportunities for advanced study should be directed to the Dean of the School of Home Economics.

Fellowships and assistantships requiring part-time teaching or research are available through the Graduate School. Inquiries and applications should be directed to the Dean of the Graduate School, to the Dean of the School of Home Economics, or to the chairman of the department of the student's major interest.

Resident fellow positions in the women's residence halls at the University are also available to graduate students. The equivalent of twenty hours of work each week is usually required. Applications for resident fellow positions should be made to Mr. William Rogge, Director of Student Housing.

## FACILITIES

A new home economics building is now under construction and should be ready for partial occupancy in 1959. The three-section structure is on Grand Avenue between University and Illinois avenues.

The L-shaped, one-story section will house classrooms, administrative offices, a family-living laboratory, and the Department of Home Economics Education. The home economics education facilities include a multiple-purpose classroom and laboratory, seminar room, research room, workroom, reading room, and offices.

The four-story wing will be devoted to specialized laboratories, classrooms, and research areas. On the first floor will be equipment laboratories

for teaching and research as well as the research rooms for the Department of Clothing and Textiles and the offices for the equipment staff. The second floor of this wing will house a food demonstration laboratory, meal-planning laboratories, and classrooms. The Department of Food and Nutrition will utilize the third floor; included here are laboratories for undergraduate and graduate classes, a storeroom, offices, and rooms for foods and human nutrition research as well as student and faculty locker rooms. The Department of Clothing and Textiles will be located on the fourth floor. Their facilities will include laboratories for beginning clothing construction, advanced clothing construction, home furnishings, apparel design, and an out-of-class workroom. Offices for the clothing and textiles staff will be on this floor.

A home management house will be on the roof of the four-story wing, and a second house, separate from the main building, is in the plan. A child development laboratory will be adjacent to the one-story section of the main building. These units, as well as the equipment laboratories, will be operated by the Department of Home and Family.

To the east of the four-story wing, connected by a passageway, will be a small lecture-demonstration hall. This hall will be used for multiple-section classes, demonstrations, live and filmed television, and both on- and off-campus meetings.

The entire building will be air-conditioned and equipped with fluorescent lighting. Other features include two fireplaces and two elevators, one for passengers and one for freight.

## CLUBS AND FRATERNITIES

Membership in the Home Economics Club is open to all majors and minors in home economics. The club is affiliated with the American Home Economics Association and the Illinois Home Economics Association.

Alpha Kappa Chapter of Kappa Omicron Phi, national professional honorary fraternity for women in home economics, was installed in May, 1951. Members are elected on the basis of scholastic standing and personal qualities which indicate promise of leadership and professional achievement.

## STUDENT ACTIVITIES

Field trips are an important part of the work of some home economics courses. Clothing and textiles classes visit plants where men's and women's clothing are made and sold, special art exhibits, and home shows. Food

and nutrition classes make trips to markets, restaurants, hospitals, and other food-handling organizations. Home and family classes visit companies where equipment is being produced by mass methods, equipment shows, banks, and play schools. Home economics education classes visit high school and adult homemaking classes.

Special field experience courses are arranged in various areas of study. Six weeks spent observing and assisting a county home adviser, a commercial food demonstrator, a food service manager, or retailing establishment provide opportunities for supervised learning experiences.

## ADMISSION

Inquiries concerning admission to the School of Home Economics should be addressed to the University's Admissions Office. Application for admission may be made any time during the year. Applications should be initiated at least thirty days in advance of the desired entrance date to permit necessary processing work to be completed. High school seniors should apply at the beginning of the last semester of their senior year.

It should be remembered that writeups from page 9 to page 12 are merely summaries of the subject in question. For full and complete details, the prospective student should address the General Publication Office for a copy of the General Information Bulletin.

## TUITION AND FEES

At the present time in-state students registered for more than eight hours pay a total of \$54.50 per quarter. This includes \$35.00 tuition, a \$5.00 book rental fee, a \$5.00 student union building fund fee, and a \$9.00 student activity fee. Out-of-state students pay an additional \$48.00 tuition, or a total of \$102.50. Students registered for eight hours or fewer pay one-half tuition, one-half book rental fee, full student union building fund fee, and have the option of paying the student activity fee.

## HOUSING

Southern Illinois University maintains University-owned housing for single men and women, co-operative apartments for men, and apartments for families. Students who wish to live in University housing should make

application early. Application forms may be obtained at the Housing Center located in the Office of Student Affairs. Admission does not assure University housing. For the school year of 1958-59, room and board are \$666.00 per academic year (\$222.00 per quarter). There are a limited number of rooms available at \$135.00 to \$162.00 per academic year (\$45.00 to \$54.00 per quarter).

In addition to University housing a number of the students enrolled at Southern live in private homes in the city of Carbondale or in surrounding areas. Lists of available rooms for men, women, and married couples are maintained in the Housing Center. Units meeting the University's minimum housing requirements are noted. These rooms should be rented only after personal inspection. Room rent for off-campus housing ranges between \$4.00 and \$6.00 per week.

## FINANCIAL ASSISTANCE

The financial assistance program at Southern has been organized so that it may function as an integral part of the total educational experience of the student. Insofar as possible, an attempt is made not only to assist needy and deserving students with their financial obligations through the program, but in addition, to contribute to their general development and learning experience.

The program of financial assistance includes scholarships, awards, prizes, private agency awards, grants-in-aid, and student loan funds.

The comparative limitation of such forms of assistance in terms of both number and amount available makes it inadvisable for an undergraduate student to expect to meet all University expenses from such means.

One of the loan funds, the Lucy K. Woody Loan Fund, relates directly to the School of Home Economics. This fund was established in the spring of 1949 by the students and alumnae of home economics in honor of Miss Lucy K. Woody upon her retirement from active service to the University. Junior and senior home economics majors with a three-point average may apply for a loan.

## EMPLOYMENT OPPORTUNITIES

The Student Work Office assists student in obtaining employment to defray a portion of their educational expenses as well as to gain experience while working. Since it is impossible to guarantee work to every student,

those who expect to earn part of their expenses, and who do not have definite appointments to positions before coming to college, should have means to support themselves for at least three months. The Student Work Office also assists students in securing off-campus jobs and full-time summer jobs.

ADVISEMENT

In order to insure that an undergraduate student is properly advised concerning the course of study which will fulfill the general university requirements and prepare him for his chosen career, academic advisement has been made the special responsibility of a selected group from the teaching faculty. The School of Home Economics has a chief academic adviser and a number of assistant advisers.

GENERAL BACHELOR'S DEGREE  
REQUIREMENTS

Each candidate for the degree must complete 192 hours of credit in approved courses. *At least 64 must be in senior college courses, of which 48 must be earned in residence.* Each student must have a "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject. These averages are required for the credit made at Southern as well as for the total record.

The following requirements should be met by degree candidates of all colleges and schools within the first two years of attendance.

REQUIREMENTS	HOURS	COURSES
Social Studies	20	Economics 205, Geography 100, Government 101, History 101, 102, 103, Sociology 101 (work in four of the five departments)
Humanities	18	
English	(9)	English 101, 102, 103
English	(6)	English 205, 206, 209, 211, 212
Art or Music	(3)	Art 120, Music 100
Biological Sciences	9	
Health Education	(4)	Health Education 100
Botany or Zoology	(5)	Botany 101, 202, Zoology 100

(Continued on next page)

REQUIREMENTS	HOURS	COURSES
Mathematics and Physical Sciences	12	Chemistry, physics, and mathematics (work must be completed in two departments)
Practical Arts and Crafts	3	Agriculture, business administration, home economics, industrial education (not required if the student has had any of this work in high school)
Physical Education	6	Activity courses
Air Science	6	(Men only)

# Instructional Units

## CLOTHING AND TEXTILES

Professor Adeline M. Hoffman, Ph.D. (Pennsylvania State), Chairman	1957
Professor Lucy K. Woody, M.A. (Columbia), Emerita (1949)	1911
Associate Professor Helen Marie Evans, Ph.D. (Michigan State)	1953-54; 1957
Associate Professor Ritta Whitesel, M.A. (Columbia)	1955
Assistant Professor Marguerite C. Barra, Ph.D. (Texas State College for Women)	1958
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Lecturer Elizabeth M. Crowley, M.A. (Michigan State)	1956-58

The Department of Clothing and Textiles offers three curricula leading to the Bachelor of Science degree:

1. Apparel design
2. Clothing and textiles merchandising
3. Interior decoration

## *SUGGESTED CURRICULUM FOR APPAREL DESIGN*

General degree requirements: Summarized earlier in this bulletin.

Required courses constituting a major in home economics with specialization in apparel design: Art 100 (4 hours), 120, 245 (3 hours), two courses selected from 345, 346, 347, 348 or 349, 385; Botany 101; Chemistry 110, 240; Clothing and Textiles 127, 135, 230, 233, 322, 326, 329, 334, 339, 360, 364, 371, 474; Economics 205; Food and Nutrition 105, 206, 335; Government 231; History 201; Home Economics Education 111; Home and Family 227, 237, 331, 332; Mathematics 106a; Psychology 201; Sociology 101; Speech 101.

Recommended electives: Art 215, 220, 231, 275; Clothing and Textiles

129, 141; Economics 355; French; Home and Family 341; Journalism 370, 372; Management 271; Marketing 333; Secretarial and Business Education 102.

### *SUGGESTED CURRICULUM FOR CLOTHING AND TEXTILES MERCHANDISING*

General degree requirements: Summarized earlier in this bulletin.

Required courses constituting a major in home economics with specialization in clothing and textiles merchandising: Accounting 250; Art 120; Botany 101; Chemistry 110, 240; Clothing and Textiles 127, 135, 230, 233, 322, 326, 329, 339, 360, 364, 371; Economics 205; Food and Nutrition 105, 206, 320, 335; Government 101; History 201 or 202; Home Economics Education 111; Home and Family 227, 237, 324, 331, 332, 341; Journalism 370, 393; Marketing 330, 332, 337; Mathematics 106a; Psychology 201; Sociology 101; Speech 101 or 161.

Recommended electives: Art 215, 275, 385; Clothing and Textiles 361; Economics 355; Food and Nutrition 321; Industrial Education 120, 216; Journalism 377, 394; Management 271, 385; Marketing 331; Secretarial and Business Education 102, 311; Speech 256, 354.

### *SUGGESTED CURRICULUM FOR INTERIOR DECORATION*

General degree requirements: Summarized earlier in this bulletin.

Required courses constituting a major in home economics with specialization in interior decoration: Accounting 250; Art 345, 346; Clothing and Textiles 135, 217, 251, 322, 380, 381, 382, 390, 391, 392 or 393, 394; Design 100 (12 hours), 250, 260, 390; Food and Nutrition 105, 206, 335; Home and Family 227, 237, 331, 332; Home Economics Education 111; Psychology 201.

Recommended electives: Art 203, 231, 385; Clothing and Textiles 216; Economics 355; Industrial Education 204; Journalism 370; Marketing 330, 332; Philosophy 360; Speech 205.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

127-4. CLOTHING SELECTION AND CONSTRUCTION. Fundamentals of

- clothing construction and fitting. Use and alteration of patterns and construction of basic garments using fabrics made of different fibers.
- 128-1 to 4. CLOTHING CONSTRUCTION. Adaptation of trade methods to increase speed and efficiency of clothing construction. A field trip to a clothing factory and construction of two garments are required.
- 129-1 to 4. FASHION MILLINERY. Fundamentals of millinery. Experience in millinery construction; discussion and observation of demonstrations.
- 135-3. TEXTILES. Selection of textiles from consumer standpoint. Characteristics of commonly used fibers and fabrics; textile information as a tool in the selection and care of household textiles and clothing.
- 141-1½ to 4, 145-1 to 2, 146-1 to 2. DECORATIVE DESIGN. The beginning course is concerned chiefly with basic principles as applied to block printing, stenciling, and similar decorative processes. The other two courses deal with the application of the principles to floral arrangements for the home.
- 216-1 to 4, 217-1 to 4. UPHOLSTERING, DRAPERIES, AND SLIP COVERS. Instruction given in the use of tools, materials, and fundamental processes of furniture upholstery and in the measuring, fitting, and construction of draperies and slip covers. Prerequisite: 127 or equivalent.
- 230-3. APPLIED DESIGN. Principles of and experimentation in design and color as applied to everyday living and costume. Prerequisite: Art 120.
- 233-3. PATTERN DESIGNING AND CLOTHING CONSTRUCTION. Principles of flat pattern design, pattern manipulation, and fitting. The making of dress patterns from master patterns. Construction of dresses using custom finishes.
- 251-3. CLOTHING SELECTION AND CARE. Study of suitability of clothing in terms of line, design, color, texture, interest, upkeep, and cost.
- 322-3. ADVANCED TEXTILES. A study of textile testing, fabric analysis, textiles legislation. Prerequisites: 135; Chemistry 240.
- 326-5. HOUSING AND HOME FURNISHING. Dwellings, their environment, construction, and plans in relation to family living. Selection and arrangement of furniture, fabrics, and accessories in relation to functional and economic aspects. Field trips. Prerequisites: 230; Art 120.
- 329-3. FASHION. A study of the origin and development of clothing. Analysis of fashion trends.
- 334-3. COSTUME DESIGN. The development of original dress design and adaptation from period costume and other sources, using various media. Prerequisites: 127; Art 100 or Clothing and Textiles 230.
- 339-3. CLOTHING ECONOMICS. Factors of production, distribution, and consumption which influence economics of clothing.
- 360-4. TAILORING AND CLOTHING CONSTRUCTION. Fundamental construction processes reviewed and basic principles of tailoring applied in the construction of a suit or coat and a dress. Prerequisite: 233.
- 361-2. SPECIAL PROBLEMS IN CLOTHING CONSTRUCTION. Emphasis on unusual fitting problems and use of fabrics requiring special techniques. Prerequisite: 233 or its equivalent.
- 364-3. DRAPING AND CONSTRUCTION. Principles of design applied to draping of fabric on dress form. Emphasis on interpretation of design

- in relation to different fabrics and figures. Construction of one draped garment. Prerequisite: 233.
- 371-6. FIELD EXPERIENCE. Opportunity for supervised learning experiences in the chosen area.
- 380-4. FURNITURE AND INTERIORS. A study of furniture in relation to interiors from antiquity through the eighteenth century. Field trip.
- 381-4. THE MODERN MOVEMENT IN INTERIOR DECORATION. A study of furniture in relation to interiors from the eighteenth century to the present. Field trip. Prerequisite: 380.
- 382-4. THE DECORATIVE ARTS. A study of ceramics, textiles, glass, paper, plastics, lighting and lighting fixtures, metals and hardware, selecting and hanging pictures, window treatments, floor coverings, wall treatments, and backgrounds considered in relation to problems in interior decoration. Field trip. Prerequisite: 326 or 390.
- 390-5. PRINCIPLES OF INTERIOR DECORATION. Analysis and practices of interior decoration with emphasis on present-day problems and solutions. Field trip. Prerequisite: Design 260.
- 391-5. ADVANCED INTERIOR DECORATION. Advanced problems in interior decoration with emphasis on residential planning. Students will get experience in interior perspective, renderings, and scale models. Field trip. Prerequisites: 381, 382.
- 392-5. ADVANCED INTERIOR DECORATION. Advanced problems in interior decoration with emphasis on restaurants, hotels, motels, schools, and colleges. Students will get experience in interior perspective, renderings, and scale models. Field trip. Prerequisite: 391.
- 393-5. ADVANCED INTERIOR DECORATION. Advanced problems in interior decoration with emphasis on transportation systems, industrial, office, and government buildings. Students will get experience in measured perspective, renderings, and scale models. Field trip. Prerequisite: 392.
- 394-4. PROFESSIONAL PRACTICE. Practical organization and methods of conducting an interior decorating business; production, management, customer relationships, and professional ethics. Prerequisite: 393.
- 461-4. PROBLEMS IN FITTING AND PATTERN ALTERATION. A study of the principles of fitting and pattern alteration as related to various figure types and special figure problems. Application made by fitting and constructing a dress. Prerequisites: 127, 233, or equivalent.
- 473-4. ADVANCED TAILORING. A course in which the student will tailor one garment for herself. Time-saving methods, high-quality construction details, and professional finishes stressed. Prerequisite: 360 or its equivalent.
- 474-4. ADVANCED TEXTILES. The physical and chemical analysis of textiles. Problems dealing with standards, labeling, and legislation. Current literature of developments within the field.
- 480-2 to 8. SPECIAL PROBLEMS. For students recommended by their chairman and approved by the head of the department and the instructor in charge for independent work or directed study.
- 481-2 to 6. READINGS. Supervised readings for qualified students. Consent of the instructor and chairman of the department.

Courses on the 500 level are for graduate students only.

- 570-4. CLOTHING AND TEXTILES SEMINAR. Study of selected problems in the field of clothing and textiles.
- 571-4. RECENT RESEARCH IN HOME ECONOMICS. Review of selected research in various phases of home economics and related fields. Sources of research will include colleges, universities, and governmental and industrial agencies.
- 582-4. FOUNDATIONS OF FASHION. Anthropological approaches to fashion and social, economical, and psychological forces as determinants of fashion in modern times. Prerequisites: 329, 339, or consent of instructor.
- 599-5 to 9. THESIS.

*Various fabrics are studied and analyzed.*



## FOOD AND NUTRITION

Professor Marion Agnes Wharton, Ph.D. (Michigan State), Chairman	1955
Associate Professor Jennie M. Harper, Ph.D. (Cornell)	1958
Assistant Professor Mary Louise Barnes, M.S. (Iowa State)	1929
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Lecturer Gladys B. Tucker, M.S. (Kansas State College)	1957-58

The Department of Food and Nutrition offers three curricula leading to the Bachelor of Science degree:

1. Foods in business
2. Dietetics
3. Institution management

### *SUGGESTED CURRICULUM FOR FOODS IN BUSINESS*

General degree requirements: Summarized earlier in this bulletin.

Required courses constituting a major in home economics with specialization in foods in business: Accounting 250; Art 120; Chemistry 110, 240; Clothing and Textiles 127, 135, 230, 326; Economics 205; Food and Nutrition 105, 206, 320, 321, 335, 352, 356, 371; Government 101; History 201 or 202; Home Economics Education 111; Home and Family 227, 237, 324, 331, 332, 341; Journalism 393; Marketing 330; 333, 337; Microbiology 201; Physics 102h; Psychology 201; Sociology 101; Speech 101, 161.

Recommended electives: Economics 206, 355; Guidance 305, Home and Family 424; Journalism 331; Management 271, 384, 385; Physiology 209; Psychology 202, 410; Secretarial and Business Education 102, 311; Speech 102, 256.

### *SUGGESTED CURRICULUM FOR DIETETICS*

General degree requirements: Summarized earlier in this bulletin.

Required courses constituting a major in home economics with specialization in dietetics: Accounting 250; Chemistry 110, 230, 240, 350; Clothing and Textiles 251; Economics 205; Food and Nutrition 105, 206, 320, 335, 340, 350, 351, 352, 355, 356, 359; Government 101; History 201 or 202; Home and Family 227, 331, 332; Home Economics Education 309; Microbiology 301, 422; Physics 102h; Physiology 209; Psychology 201, 305; Sociology 101; Zoology 100.

Recommended electives: Clothing and Textiles 135, 326; Economics 206, 310, 355; Food and Nutrition 321, 371; Home and Family 237, 324, 341, 345; Home Economics Education 111, 311; Management 271, 384; Marketing 330; Physiology 316; Secretarial and Business Education 102, 311.

### *SUGGESTED CURRICULUM IN INSTITUTION MANAGEMENT*

General degree requirements: Summarized earlier in this bulletin.

Required courses constituting a major in home economics with specialization in institution management: Accounting 250; Art 120; Chemistry 110, 240; Clothing and Textiles 251; Economics 205, 206; Food and Nutrition 105, 206, 320, 335, 340, 350, 351, 352, 353, 355, 356, 359, 371; Government 101; History 201 or 202; Home and Family 227, 331, 332, 341; Home Economics Education 309; Management 271, 385; Microbiology 301; Physics 102h; Psychology 201; Physiology 209; Sociology 101; Zoology 100.

Recommended electives: Chemistry 230, 350; Clothing and Textiles 135, 326; Economics 310, 355; Home and Family 237, 324; Management 371, 382; Microbiology 422; Psychology 202, 315, 316, 317, 319; Secretarial and Business Education 311; Speech 101.



*Practical experience is received by an institutional management major in the Thompson Point cafeteria.*

## COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 103-4. NUTRITION. Principles of normal nutrition, including the essentials for selecting and planning the family dietary with some emphasis on the needs for varying ages, economic and social conditions. This course meets the requirements for nursing. Not open to home economics majors. Prerequisite: Chemistry 240.
- 105-4, 206-4. FOODS. Production, marketing, food preservation, preparation and service of foods common to family meals.
- 247-3, 248-3, 249-3. THE SCHOOL LUNCH PROGRAM. Lecture, discussion, and demonstration of quantity food production, menu-making, institutional equipment, record-keeping, administration, and sanitation as they apply to the school lunchroom. Emphasis on the needs and problems of the school lunch personnel.
- 312-3. NUTRITION AND FOOD SELECTION. Fundamentals and principles of normal nutrition with emphasis on food selection to meet the nutritional needs of adults and children. Not open to home economics majors.
- 316-3 to 4. FOOD PRESERVATION. Newer methods in the canning, preserving, and freezing of foods for home use. Prerequisites: 105, 206, or permission of the instructor.
- 320-4. NUTRITION. Principles of normal nutrition and metabolism, food values, and requirements for maintenance and growth. Prerequisites: 105, 206; Chemistry 240.
- 321-3. FOOD DEMONSTRATION. A course offering opportunity to discuss, observe, and practice demonstrations. Emphasis on food standards and demonstration techniques. Prerequisites: 105, 206.
- 335-4, 336-4. MEAL PLANNING AND TABLE SERVICE. The planning, preparing and serving of formal and informal meals. Selection and care of table appointments. 336 does not include laboratory work and is offered on demand. Students may not take both courses. Prerequisites: 105, 206, or permission of instructor.
- 340-3. DIET THERAPY. Modifications of the normal diet for therapeutic purposes. Prerequisite: 320.
- 350-3. INSTITUTIONAL EQUIPMENT AND LAYOUTS. Materials, construction, operation, cost, use of equipment, and analysis of floor layouts for efficient work routing in various types of institutions doing group feeding. Field trips. Prerequisite: 352.
- 351-3. ORGANIZATION AND MANAGEMENT. Planning, direction, supervision, control of time, labor, and money in the operation of feeding large groups. Field trips. Prerequisite: 350.
- 352-4, 353-4, 354-3. QUANTITY FOOD PRODUCTION. Use of standardized formulas, power equipment, and techniques for preparation and service of food to large groups, and calculation of food costs for uniform control.

Emphasis in the second course is on tearoom management and in the third on school lunchroom management. Prerequisite: Consent of instructor.

- 355-3. FOOD PURCHASING FOR INSTITUTIONS. Producing areas, distribution, varieties, cost, specifications, buying practices, storage, and store-room control for institution food supplies. Field trips.
- 356-4. EXPERIMENTAL FOODS. Advanced food preparation from the experimental standpoint, showing how ingredients, proportions, and techniques affect the quality of the product. Prerequisites: 105, 206; Chemistry 240.
- 359-4. ADVANCED NUTRITION. Reports and discussion of normal nutrition and metabolism. Prerequisite: 320.
- 371-6. FIELD EXPERIENCE. Opportunity for supervised learning experiences in the student's major area.
- 376-4. WORKSHOP IN HEALTH AND NUTRITION. Investigation of food, nutrition, sanitation, and other health problems of community quantity feeding programs. Credit also available as Health Education 376.
- 480-2 to 8. SPECIAL PROBLEMS. For students recommended by their chairman and approved by the head of the department and the instructor in charge for independent, advanced work or directed study.
- 481-2 to 6. READINGS. Supervised readings for qualified students. Consent of the instructor and chairman in the department.

Courses on the 500 level are for graduate students only.

- 571-4. RECENT RESEARCH IN HOME ECONOMICS. Review of selected research in various phases of home economics and related fields. Sources of research will include colleges, universities, and governmental and industrial agencies.
- 580-4. RECENT DEVELOPMENTS IN NUTRITION. Critical study of recent scientific literature in nutrition. Prerequisite: 320 or equivalent.
- 581-4. RECENT TRENDS IN FOODS. An evaluation of recent literature on food preparation principles and the commercial development of prepared foods for home use. Prerequisite: 335.
- 599-5 to 9. THESIS.

## HOME AND FAMILY

Professor Betty Jane Johnston, Ph.D. (Purdue), Chairman	1957
Professor Eileen E. Quigley, Ed.D. (Missouri)	1948
Professor Lois R. Schultz, Ed.D. (California)	1959
Instructor Mary Francis Martin, M.H.Ec. (Oregon)	1955-58
Instructor Agnes Ridley, M.S. (Southern Illinois)	1954-58
Instructor Marjorie Savage, Ph.D. (Illinois)	1950-58
<hr/>	
Lecturer Mildred Hart Collins, M.S. (Southern Illinois)	1956-59
Lecturer Joyce Sturm Crouse, M.S. (Southern Illinois)	1958-59

The Department of Home and Family offers curricula leading to the following degrees:

1. Bachelor of Arts, for students in the College of Liberal Arts and Sciences.
2. Bachelor of Science, for students in the School of Home Economics.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES*

General degree requirements: Summarized earlier in this bulletin.

College of Liberal Arts and Sciences requirements: See the College of Liberal Arts and Sciences Bulletin.

Required courses constituting a major in home and family: Clothing and Textiles 135, 230, 326; Food and Nutrition 105, 206, 335; Home and Family 227, 237, 324, 331, 332, 341.

Recommended electives: Agriculture 260, 304; Clothing and Textiles 127, 145, 360; Food and Nutrition 316, 320; Health Education 300, 310, 400; Government 101 or 300, 103 or 370, 330, 420; Microbiology 201; Philosophy 302, 340; Psychology 201, 301, 303, 305, 410, 412; Sociology 102, 103, 310, 369, 381; Speech 101.

### *SUGGESTED CURRICULUM IN THE SCHOOL OF HOME ECONOMICS*

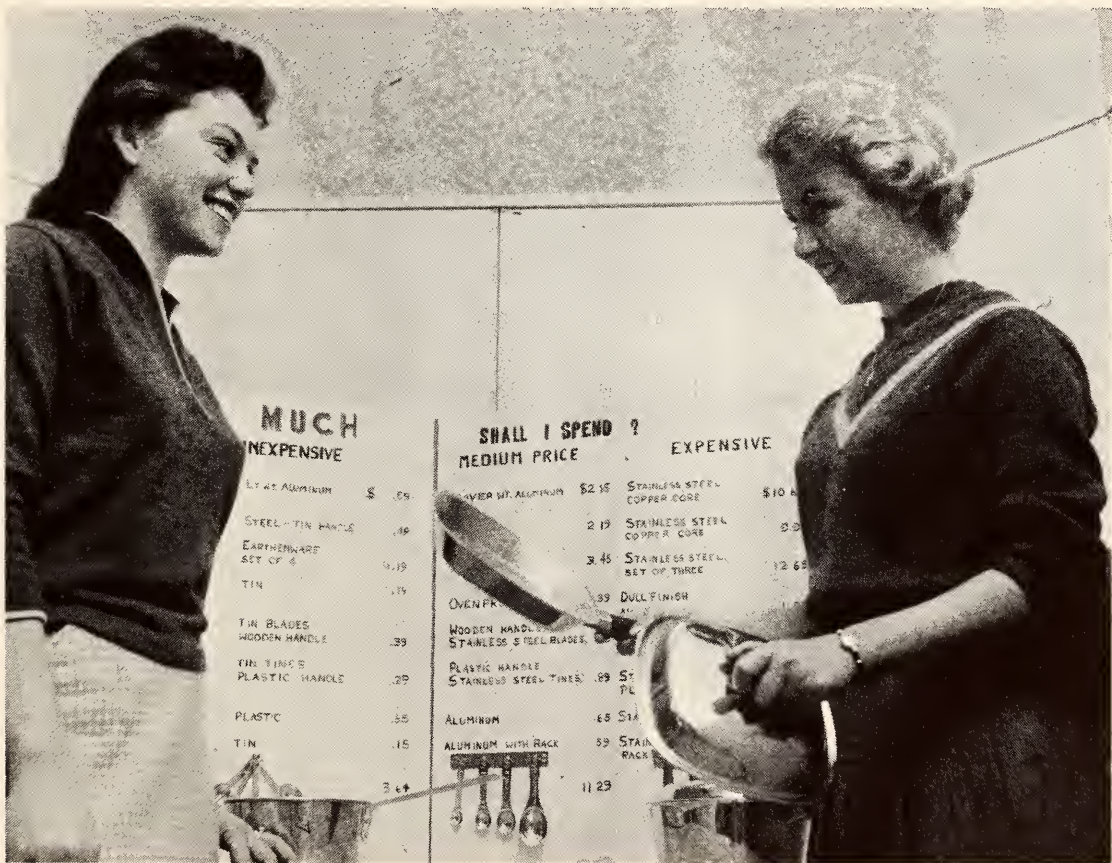
General degree requirements: Summarized earlier in this bulletin.

Required courses constituting a major in home economics with specialization in home and family: Art 120; Chemistry 110, 240; Clothing and

Textiles 127, 135, 230, 233, 326; Economics 205; Food and Nutrition 105, 206, 320, 321, 335; Government 101 or 300; Health Education 310; History 201 or 202; Home and Family 227, 237, 324, 331, 332, 341, 345; Home Economics Education 111; Physics 102h; Psychology 201; Sociology 101; Speech 101.

Recommended electives for the homemaking curriculum: Agriculture 260, 304; Clothing and Textiles 145, 329, 334, 339, 360; Economics 355; Food and Nutrition 316; foreign language courses; Government 330, 370, 420; Health Education 300, 312, 400; Home and Family 424; Music 100; Philosophy 302, 340; Psychology 202, 301, 303, 305; Sociology 102, 103, 310, 369, 381.

Prescribed courses for the limited high school teaching certificate and the Vocational Smith-Hughes Certificate: Clothing and Textiles 360; Education 315, 331, 352A; English 391 (or exemption examination); Guidance 305; Home Economics Education 309, 311. Recommended: Education 355.



*Comparative price studies of kitchen utensils are made in this equipment class.*

### COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 227-3. FAMILY LIVING. A study of relationships and adjustments in family living, designed largely to help the individual. Prerequisite: Sociology 101.
- 237-3. CHILD CARE AND TRAINING. Principles of development and guidance of children as applied to home situations. Directed observation involving children of varying ages. Prerequisite: Psychology 201.
- 300-3. HOME ECONOMICS FOR MEN. Units dealing with food selection, serving, and table practice; economics of the home; grooming and clothing selection; family relations; consideration of personality evaluation. Field trip.
- 301-3. HOME ARTS AND SOCIAL USAGE. Emphasis on the home arts and social usage that will provide for more satisfying personal and family living.
- 324-2. EQUIPMENT. Selection, use, and care. Field trips.
- 331-3. HOME MANAGEMENT, LECTURES. A study of factors affecting the management of the home in meeting the needs of individuals and creating a satisfying environment for the family. Special consideration given to those problems involving the use of time, money, and energy.
- 332-4. HOME MANAGEMENT RESIDENCE. Six weeks' residence in Home Management House, with actual experience in different phases of home-making. Field trip. Prerequisites or required concomitants: 227, 331, 335.
- 341-4. CONSUMER PROBLEMS. Study of motives of consumption, family income and expenditures, selection of commodities and services, buying and selling practices, and evaluation of consumer aids. Consideration of contemporary consumer problems. Field trips.
- 345-2 $\frac{1}{2}$  to 4. CHILD DEVELOPMENT LABORATORY. Observation and participation in direction of young children. Prerequisite: 237.
- 424-4. SELECTION, USE, AND CARE OF APPLIANCES. Materials used in equipment, methods of construction, principles of operation of appliances for cooling, refrigeration, laundering, cleaning; selection, operation, and care of appliances to obtain maximum satisfaction in use.
- 435-4. WORK SIMPLIFICATION IN HOME MANAGEMENT. Basic scientific work simplification principles applied to work done in the home by full-time, employed, or physically handicapped homemakers. Offered on demand.
- 480-2 to 8. SPECIAL PROBLEMS. For students recommended by their chairman and approved by the head of the department and the instructor in charge for independent, advanced work or directed study.
- 481-2 to 6. READINGS. Supervised readings for qualified students. Consent of the instructor and chairman of the department.

Courses on the 500 level are for graduate students only.

- 540-4. TRENDS IN CONSUMER PROBLEMS. Social, legal, economic problems

that pertain to the consumer. Consumer education in the public school program; selection of individual problems for investigation. Prerequisite: 341 or equivalent.

550-4. **ADVANCED HOME MANAGEMENT.** Readings, observations, projects, and discussions on selected problems with emphasis on time, money, energy, and family relations. Prerequisites: 331, 332, or equivalent.

556-4. **PRE-SCHOOL CHILD.** Growth of the child from birth to six years with emphasis on the various aspects of growth and their interrelationships.

562-4. **CHILD DEVELOPMENT THROUGH HOME AND SCHOOL.** The normal, healthy development of children as it takes place in the home and is promoted by the curriculum and other school activities.

566-4. **SEMINAR IN HOME AND FAMILY LIFE.** A study of factors that promote satisfactions within the immediate family; planning and preparing teaching units and source materials in this field.

571-4. **RECENT RESEARCH IN HOME ECONOMICS.** Review of selected research in various phases of home economics and related fields. Sources of research will include colleges, universities, and governmental and industrial agencies.

599-5 to 9. **THESIS.**



*The Child Development Laboratory offers experience in working with children.*

## HOME ECONOMICS EDUCATION

Professor Anna Carol Fults, Ph.D. (Ohio State), Chairman	1952
Instructor Dorothy I. Corley, M.S. (Tennessee)	1956-58
Instructor Hazel Mae Crain, M.E. (Colorado Agricultural and Mechanical)	1958
Instructor Vesta Corzine Morgan, M.S. (Southern Illinois)	1957

The Department of Home Economics Education offers curricula leading to the following degrees:

1. Bachelor of Science in Education, for students in the College of Education.
2. Bachelor of Science, for students in the School of Home Economics.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF EDUCATION*

General degree requirements: Summarized earlier in this bulletin.

College of Education requirements: See the College of Education Bulletin.

Required courses constituting a major in home economics education with a specialization in teaching: Art 120; Chemistry 110, 240; Clothing and Textiles 127, 135, 230, 233, 326, 360; Economics 205; Food and Nutrition 105, 206, 320, 321, 335; Health Education 310; Home and Family 227, 237, 324, 331, 332, 341, 345; Home Economics Education 111, 309; Physics 102h; Psychology 201; Sociology 101.

### *SUGGESTED CURRICULUM IN THE SCHOOL OF HOME ECONOMICS*

General degree requirements: Summarized earlier in this bulletin.

Required courses constituting a major in home economics education with a specialization in extension: Art 120; Chemistry 110, 240; Clothing and Textiles 127, 135, 230, 233, 326, 360; Economics 205; Food and Nutrition 105, 206, 320, 321, 335; Government 101 or 231; Health Education 310; History 201 or 202; Home and Family 227, 237, 324, 331, 332, 341, 345; Home Economics Education 111, 370, 371; Journalism 393; Music 100; Physics 102h; Psychology 201; Sociology 101; Speech 101, 161.



*Student teachers discuss classroom problems.*

Recommended electives: Agriculture 260, 304; Art 203, 231, 385; Clothing and Textiles 145, 217, 322, 329, 338, 339, 364; Food and Nutrition 340, 352, 356, 359; Industrial Education 216; Music 307, 308; Physical Education for Women 208, 348.

### **COURSE DESCRIPTIONS**

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 111-2. HOME ECONOMICS ORIENTATION. Surveying professional opportunities in home economics; planning for the development of personal and professional proficiencies.
- 309-5. METHODS IN TEACHING. Study of techniques and devices in teaching vocational homemaking (for in-school and out-of-school groups). Methods in group work and individual counseling. Philosophy of homemaking education, development of teaching aids, units of work, and courses of study. Prerequisite: Consent of instructor.
- 310-3. EVALUATION IN HOMEMAKING EDUCATION. Using and develop-

ing simple instruments for evaluation in homemaking education with respect to goals of a family-community centered homemaking program. Prerequisites: 309; Education 352A (Secondary Student Teaching) concurrently.

- 311-2. **HOMEMAKING EDUCATION FOR ADULTS.** Designed to prepare students to carry on adult education programs including community surveys, advisory councils, and promoting, planning for, teaching, and evaluating adult classes. Practical experiences provided.
- 312-2. **PARENT LEADERSHIP TRAINING.** Training for leadership in local parent education study groups; this includes program development.
- 370-5. **HISTORY, DEVELOPMENT, AND PRINCIPLES OF EXTENSION WORK.** A study of the history, development, organization, and purposes of extension work. Discussion of problems in principles of conducting and administering extension work in home economics. Field trips.
- 371-6. **FIELD EXPERIENCE.** Six weeks of observing and assisting a county home adviser. Opportunity for supervised learning experiences in various phases of extension work. Prerequisite: 370.
- 414-4. **HOME ECONOMICS FOR ELEMENTARY TEACHERS.** Units of work in nutrition, school lunches, family and social relationships, textiles, and clothing.
- 415-1. **INTRODUCTION TO GRADUATE STUDY.** Seminar to orient the student to graduate work through relation of courses to goals of program, standards of work, habits of thinking, communication of ideas, uses of professional materials and publications. Required. Student should take at first opportunity.
- 480-2 to 8. **SPECIAL PROBLEMS.** For students recommended by their chairman and approved by the head of the department and the instructor in charge for independent, advanced work or directed study.
- 481-2 to 6. **READINGS.** Supervised readings for qualified students. Consent of the instructor and chairman of the department.

Courses on the 500 level are for graduate students only.

- 500-4. **RESEARCH METHODS.** Survey of methods employed in research in home economics education with special study of one according to interest and needs of student. Development of prospectus. Prerequisites: Guidance 420, 421, or consent of instructor.
- 505-4. **HOME ECONOMICS IN SECONDARY SCHOOLS.** Consideration of the curriculum for homemaking education in the secondary school. A critical survey of resources. The place of homemaking education in the school and community.
- 506-4. **EVALUATIVE PROCEDURES IN HOME ECONOMICS.** Principles and procedures underlying appraisal and evaluation. Development and critical consideration of instruments for appraising pupil growth and the program of instruction. Emphasis placed on values.
- 510-4. **SUPERVISION OF HOME ECONOMICS.** Considers the nature, function, and techniques of supervision at all levels. Emphasis given to supervision of student teachers. Experience in the field will be provided for qualified teachers.

- 515-4. SEMINAR IN HOME ECONOMICS EDUCATION. Current trends, problems, needs in the field. Attention given to problems and needs of students.
- 516-4. ADVANCED METHODS OF TEACHING HOME ECONOMICS. Recent trends in methods based on research and experimental programs; furthering good relations in homemaking classes as means of clarifying and accomplishing goals; teacher's role; techniques useful in furthering good relations within group and in meeting individual needs. Emphasis given to social significance of these procedures.
- 517-4. METHODS AND MATERIALS FOR ADULT PROGRAMS IN HOME ECONOMICS. Philosophy of adult education; unit planning; methods, techniques, and resources useful in adult homemaking programs.
- 571-4. RECENT RESEARCH IN HOME ECONOMICS. Review of selected research in various phases of home economics and related fields. Sources of research will include colleges, universities, and governmental and industrial agencies.
- 599-5 to 9. THESIS.



# *Southern Illinois University Foundation*

The Southern Illinois University Foundation is a nonprofit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills and suitable forms for gifts and memorials, including bequests by means of life insurance. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

The present officers of the Foundation are:

Mr. Everett Prosser, *President*, Carbondale.

Mr. Fred Harrison, *Vice-President*, Herrin.

Mrs. Lois H. Nelson, *Executive Secretary*, Southern Illinois University.

Mr. Robert L. Gallegly, *Treasurer*, Southern Illinois University.

Mr. Kenneth R. Miller, *Executive Director*, Southern Illinois University.



*uthern Illinois University Bulletin*



1959 · 1960

*School of Fine Arts*

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Vol. 1, No. 5



# School of Fine Arts

## *Announcements for 1959-1960*



SOUTHERN ILLINOIS UNIVERSITY BULLETIN  
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Southern Illinois University  
Carbondale, Illinois

# Objectives of Southern Illinois University

## TO EXALT BEAUTY

IN GOD,  
IN NATURE,  
AND IN ART;  
TEACHING HOW TO LOVE THE BEST  
BUT TO KEEP THE HUMAN TOUCH;

## TO ADVANCE LEARNING

IN ALL LINES OF TRUTH  
WHEREVER THEY MAY LEAD,  
SHOWING HOW TO THINK  
RATHER THAN WHAT TO THINK,  
ASSISTING THE POWERS  
OF THE MIND  
IN THEIR SELF-DEVELOPMENT;

## TO FORWARD IDEAS AND IDEALS

IN OUR DEMOCRACY,  
INSPIRING RESPECT FOR OTHERS  
AS FOR OURSELVES,  
EVER PROMOTING FREEDOM  
WITH RESPONSIBILITY;

## TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD  
TO UNDERSTANDING  
AND UNDERSTANDING  
TO WISDOM.



## Board of Trustees

### TERM EXPIRES

JOHN PAGE WHAM, <i>Chairman,</i> Centralia	1965
LINDELL W. STURGIS, <i>Vice-Chairman,</i> Metropolis	1965
MELVIN C. LOCKARD, <i>Secretary,</i> Mattoon	1965
STELLA COLLINS, West Frankfort	1961
KENNETH L. DAVIS, Harrisburg	1963
HAROLD R. FISCHER, Granite City	1963
MARTIN F. OEHMKE, East St. Louis	1961
GEORGE T. WILKINS, ( <i>Ex-officio</i> ) Springfield	
LOUISE MOREHOUSE, <i>Recorder</i>	

## Officers of Instruction

President D. W. Morris, Ph.D. (Iowa)	1948
Vice-President for Instruction Charles D. Tenney, Ph.D. (Oregon)	1931
Dean Burnett H. Shryock, M.A. (Columbia)	1935-44; 1950
Chief Academic Adviser David S. McIntosh, M.A. (Iowa)	1927
Registrar and Director of Admissions Robert A. McGrath, Ph.D. (Iowa)	1949



# Table of Contents

UNIVERSITY CALENDAR, 1959-60 .....	viii
UNIVERSITY CALENDAR, 1960-61 .....	ix
THE UNIVERSITY .....	1
History .....	1
Campus .....	1
University Sessions .....	2
University Regulations .....	2
SCHOOL OF FINE ARTS .....	3
History .....	3
Objectives .....	3
Facilities .....	3
Student Organizations .....	4
Concerts, Recitals, Exhibitions .....	4
Festival of Fine Arts .....	6
Admission .....	6
Tuition and Fees .....	7
Advisement .....	7
General Bachelor's Degree Requirements .....	7
Financial Assistance .....	8
Student Employment .....	9
Housing .....	9
INSTRUCTIONAL UNITS .....	11
Art .....	11
Course Descriptions .....	15
Design .....	19
Course Descriptions .....	21
Music .....	23
Course Descriptions .....	29

# *University Calendar, 1959-1960*

## SUMMER SESSION

Session Begins	Monday, June 22
Independence Day Holiday	Friday, July 3
Final Examinations	Wednesday–Thursday, August 12–13
Commencement	Friday, August 14

## FALL QUARTER

New Student Week	Friday–Tuesday, September 18–22
Quarter Begins	Wednesday, September 23
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 25–30
Final Examinations	Monday–Saturday, December 14–19

## WINTER QUARTER

Quarter Begins	Monday, January 4
Final Examinations	Monday–Saturday, March 14–19

## SPRING QUARTER

Quarter Begins	Monday, March 28
Memorial Day Holiday	Monday, May 30
Final Examinations	Wednesday–Tuesday, June 8–14
Commencement	Wednesday, June 15

Summer Session classes will begin Tuesday, June 23. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.

# *University Calendar, 1960-1961*

## SUMMER SESSION

Session Begins	Monday, June 20
Independence Day Holiday	Monday, July 4
Final Examinations	Wednesday–Thursday, August 10–11
Commencement	Friday, August 12

## FALL QUARTER

New Student Week	Friday–Tuesday, September 16–20
Quarter Begins	Wednesday, September 21
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 23–28
Final Examinations	Monday–Saturday, December 12–17

## WINTER QUARTER

Quarter Begins	Tuesday, January 3
Final Examinations	Monday–Saturday, March 13–18

## SPRING QUARTER

Quarter Begins	Monday, March 27
Memorial Day Holiday	Tuesday, May 30
Final Examinations	Wednesday–Tuesday, June 7–13
Commencement	Wednesday, June 14

Summer classes will begin on Tuesday, June 21. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.



# The University

This bulletin covers in detail questions concerning the School of Fine Arts. It does not cover all questions concerning Southern Illinois University. For complete information about the University the prospective student should address the General Publications Office for a copy of the General Information Bulletin.

## HISTORY

Southern Illinois University was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

For some years after its establishment, Southern operated as a two-year normal school. In 1907 it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943 the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948 it was authorized to grant also the degrees of Master of Arts and Master of Science. In 1952 the Master of Fine Arts degree was added to the list, and in 1956 the Master of Music, the Master of Music Education, and the Doctor of Philosophy degrees.

## CAMPUS

The main campus of Southern Illinois University is located in Carbondale, in Jackson County. The region is noted for its large peach and apple orchards, which in blossom time attract many tourists. Giant City, a state

park, is a popular resort to the south of Carbondale, and Crab Orchard Lake, with swimming, boating, and fishing facilities, lies four miles to the east.

The Carbondale campus is at present undergoing extensive expansion. It now comprises more than seventeen hundred acres, and more tracts of land are to be added. Twenty-three permanent buildings form the nucleus of the University's physical plant. Other permanent buildings are under construction.

## UNIVERSITY SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends about the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University Calendar.

In addition to the three regular quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter.

The summer session consists of a comprehensive program of courses offered by all the departments of the University. In addition to the courses which run the full eight weeks, there are a number of workshops and short courses covering a shorter period of time.

## UNIVERSITY REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; and to change any other regulation affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have matriculated in the University. The University also reserves the right to withdraw courses and to change fees.

# School of Fine Arts

## HISTORY

The School of Fine Arts was created in July, 1955, to serve as the instrument of the University for the direction of training and the stimulation of creative and professional work in the fine arts, and to provide service courses and activities for the other colleges, divisions, schools, and departments of the University.

At that time the School of Fine Arts included the Departments of Art and Music. In 1956 a Department of Design was created.

## OBJECTIVES

The objectives of the School of Fine Arts are (1) to broaden and intensify experiences in the fine arts in the area served by the University and by this means to impart an understanding of the fine arts as a vital part of general education; (2) to provide all students of the University with experiences in the arts and to impart an awareness of their value through both practice and appreciation; (3) to prepare specialists for professional careers in the fine arts.

The School of Fine Arts will make every reasonable effort to take care of the needs of students other than art, design, and music majors who want an experience in the fine arts for either cultural or practical reasons.

An important aspect of the educational programs offered in the School of Fine Arts is the emphasis put on the development of the individual student in the applied courses offered.

## FACILITIES

The Department of Art is located in the Allyn Building. The building

contains specially equipped studios for work in drawing, painting, prints, pottery, metal, and weaving. When classes are not in session, studios are open for use throughout the day and evening.

The Allyn Gallery occupies the main hall of the second floor. Lecture rooms, offices, and a slide-collection center adjoin the studios.

The collection of photographic slides of significant works of art from every culture and period provides an important tool of instruction. The department's slide collection is complemented by a collection of reproductions in Morris Library available to the individual student for study.

The Department of Design is presently housed on the second floor of Morris Library in space which includes workshops for product-shelter classes, studios and lecture rooms for visual design classes and for the basic courses. Temporary buildings house the design-research development program and other specialized areas of the department.

The major facilities of the Department of Music are housed in historic Altgeld Hall, which was remodeled in 1958 to provide air-conditioned practice rooms, teaching studios, classrooms, offices, and a service center. Shryock Auditorium, immediately adjacent to Altgeld Hall, is the home of the University bands and orchestras.

A large collection of phonograph recordings and teaching aids is available to students and faculty in the Department of Music service center located in Altgeld Hall. In addition, Morris Library houses a large reference and research library of music and musical materials, an excellent circulating recording library, and well-equipped listening rooms.

Practice rooms are available to all music majors at no extra charge. Students may sign up for practice room reservations during the first week of each quarter.

## STUDENT ORGANIZATIONS

Students in the Department of Music are eligible for membership in Mu Phi Epsilon, national honorary sorority, or Phi Mu Alpha Sinfonia, national honorary fraternity. The campus chapters of these organizations hold regular meetings and have offices assigned them in the Department of Music.

## CONCERTS, RECITALS, EXHIBITIONS

The Department of Music publishes a complete bulletin of programs

performed during the season, available upon request. Each year approximately one hundred recitals and concerts are presented on the campus. Admission to all programs sponsored by the Community Concert Association and the Carbondale Friends of Chamber Music is free to University students. The series of weekly faculty and graduate student recitals given each Sunday at 4:00 P.M. in Shryock Auditorium is also admission free to students and community music lovers. Such artists and groups as Eileen Farrell, soprano; Eugene Istomin, pianist; Maureen Forrester, contralto; the St. Louis Symphony Orchestra; the Minneapolis Symphony Orchestra; the Henry Street Playhouse Ballet; Rudolph Firkusny, pianist; Robert Noehren, organist; Suzanne Bloch, lutenist; Harry Zaratzian, violist; William Kroll, violinist; Johana Harris, pianist; Roy Harris, composer; the Joffrey Theater Ballet; and Mlle. Nadia Boulanger have appeared in programs since September, 1956.

The University Choir of approximately 150 voices is composed of qualified singers who obtain admission after auditioning with the director. The well-known Madrigal Singers is composed of 16 selected voices from the University Choir. The Southern Belles (women's choir), and the Tour Choir members are also chosen from the University Choir membership.

The Southern Illinois Oratorio Chorus is composed of adult members from the area in addition to interested students. Two or three important oratorios are presented each year with the accompaniment of the University Symphony Orchestra.

The University Opera Workshop is an important University musical-dramatic group. During the 1957-58 season it performed programs including excerpts from eleven operas, Puccini's complete opera *La Bohème*, and *Carousel*.

Membership in the University Bands is open to all students of the University. The Concert Band has received widespread recognition for its promotion of the modern band repertoire. The Varsity Band, in addition to providing music for a variety of intercollegiate events, also prepares several concerts for campus audiences each year. The two bands combined annually present a series of outdoor programs, the "President's Concerts," for the benefit of the students and the community. In co-operation with the Air Force Reserve Officers Training Corps, freshman and sophomore men may participate in the men's chorus (the Singing Squadron) and the AF ROTC Band. Members of the AF ROTC Band are automatically included in the roster of the University Bands and participate in their combined activities.

Two orchestras of symphonic proportions form the basis for intensive training in orchestral performance. The Southern Illinois Symphony Orchestra is an eighty-five-piece organization whose membership includes

adult musicians from the area as well as students. This orchestra presents a series of four on-campus concerts plus several programs on short tours of the area. The University Symphony Orchestra participates in several on-campus concerts each year, and serves as the accompanying group for the opera and oratorio productions. A Southern Illinois Youth Symphony Orchestra, organized in January, 1958, meets weekly and is composed of selected high school instrumentalists. This orchestra is available for use as a laboratory organization by students in the Department of Music.

The chamber music program, calling for performances by string, woodwind, brass, and percussion ensembles, is an important feature in the department's program. Participation in these ensembles as a part of senior recital requirements guarantees to the student a well-rounded study of the important literature for his instrument.

Throughout the year, a program of art exhibitions is presented in the Allyn Gallery. Exhibitions are chosen with the intention of providing students and interested public with a continuous experience of viewing and judging significant and representative works of art of contemporary or historical character. Exhibitions are presented from such agencies as the American Federation of Arts, the Smithsonian Institution, the Bertha Schaefer Gallery, and the Museum of Modern Art. The Department of Art attempts to vary these exhibitions to give the student an educational experience with examples of crafts (jewelry and silversmithing, weaving, pottery), sculpture, paintings, drawings, and prints. These exhibitions have included primitive art, impressionism and post-impressionism, and examples of contemporary works ranging from realism to abstract expressionism.

## FESTIVAL OF FINE ARTS

Each year the University sponsors a Festival of Fine Arts during the spring quarter in which visiting performers, lecturers in the various aspects of the fine arts, exhibits of important art collections, and programs by student, faculty, and guest artists are presented as part of an integrated festival. For a copy of the annual Fine Arts Festival brochure, address the Dean, School of Fine Arts.

## ADMISSION

Inquiries concerning admission to the School of Fine Arts should be addressed to the University's Admissions Office. Application for admission

may be made any time during the year. Applications should be initiated at least thirty days in advance of the desired entrance date to permit necessary processing work to be completed. High school seniors should apply at the beginning of the last semester of their senior year.

It should be remembered that the writeups from page 6 to page 9 are merely summaries of the subjects in question. For full and complete details, the prospective student should address the General Publications Office for a copy of the General Information Bulletin.

## TUITION AND FEES \*

At the present time legal residents of Illinois registered for more than eight hours pay a total of \$61.50 per quarter. This includes \$42.00 tuition, a \$5.00 book rental fee, a \$5.00 student union building fund fee, and a \$9.50 student activity fee. Out-of-state students pay an additional \$50.00 tuition, or a total of \$111.50. Students registered for eight hours or less pay one-half tuition, one-half book rental fee, full student union building fund fee, and have the option of paying the student activity fee.

## ADVISEMENT

To insure that an undergraduate student is properly advised concerning the course of study which will fulfill the general University requirements and prepare him for his chosen career, academic advisement has been made the special responsibility of a selected group from the teaching faculty. The School of Fine Arts has a chief academic adviser and a number of assistant advisers.

## GENERAL BACHELOR'S DEGREE REQUIREMENTS

Each candidate for the degree must complete 192 hours of credit in

\* On May 22, 1959, the Board of Trustees approved the above tuition rates to be effective with the fall quarter 1959.

approved courses. At least 64 must be in senior college courses, of which 48 must be earned in residence. Each student must have a "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject. These averages are required for the credit made at Southern as well as for the total record. However, certain exceptions have been made for Bachelor of Music and Bachelor of Music Education degree students. The requirements for Bachelor of Music degree students will be found under that specific curriculum listing on page 25 of this bulletin. Bachelor of Music Education degree students must meet all general education requirements as listed in the following chart except the taking of Art 120 or Music 100.

REQUIREMENTS	HOURS	COURSES
Social Studies	20	Economics 205, Geography 100, Government 101, History 101, 102, 103, Sociology 101 (work in four of the five departments)
Humanities	18	
English	(9)	English 101, 102, 103
English	(6)	English 205, 206, 209, 211, 212
Art or Music	(3)	Art 120, Music 100
Biological Sciences	9	
Health Education	(4)	Health Education 100
Botany or Zoology	(5)	Botany 101, 202, Zoology 100
Mathematics and Physical Sciences	12	Chemistry, physics, and mathematics (work must be completed in two departments)
Practical Arts and Crafts	3	Agriculture, business administration, home economics, industrial education (not required if the student has had any of this work in high school)
Physical Education	6	Activity courses
Air Science	6	(Men only)

## FINANCIAL ASSISTANCE

The financial assistance program at Southern has been organized so that it may function as an integral part of the total educational experience of the student. In so far as possible, an attempt is made not only to assist needy and deserving students with their financial obligations but also to

contribute to their general development and learning experience.

The program of financial assistance includes scholarships, awards, prizes, private agency awards, grants-in-aid, and student loan funds.

The comparative limitation of such forms of assistance in terms of both number and amounts available makes it inadvisable for an undergraduate student to expect to meet all expenses from such means.

## STUDENT EMPLOYMENT

The Student Work Office assists students in obtaining employment to defray a portion of their educational expenses as well as to gain experience while working. Since it is impossible to guarantee work to all students, those who expect to earn a part of their expenses and who do not have definite appointments to positions before coming to college should have means to support themselves for at least three months.

The Student Work Office also assists students in obtaining off-campus jobs and full-time summer jobs.

## HOUSING

Southern maintains University-owned housing for single men and women, co-operative apartments for men, and apartments for families. Students who wish to live in University housing should make application early. Application forms may be obtained at the Housing Center located in the Office of Student Affairs. Admission does not assure University housing. For the school year of 1958-59, room and board are \$666.00 per academic year (\$222.00 per quarter). There are a limited number of rooms available at \$135.00 to \$162.00 per academic year (\$45.00 to \$54.00 per quarter).

A number of the students enrolled at Southern live in private homes in the city of Carbondale or in surrounding areas. Lists of available rooms for men, women, and married couples are maintained in the Housing Center. Units meeting the University's minimum housing requirements are noted. These rooms should be rented only after personal inspection. Room rent for off-campus housing ranges from \$4.00 to \$6.00 per week.



# Instructional Units

## ART

Professor Burnett H. Shryock, M.A. (Columbia), Dean	1935-44; 1950
Professor John Crozier Galloway, Ph.D. (Columbia)	1958
Professor Reginald H. Neal, M.A. (Chicago)	1958
Associate Professor Bruce J. Breland, M.F.A. (Cranbrook Academy of Art)	1959
Associate Professor Robert W. McMillan, Ph.D. (Iowa State)	1950
Associate Professor Lula D. Roach, M.A. (Washington University)	1930
Assistant Professor Frederick L. Lauritzen, M.F.A. (Cranbrook Academy of Art)	1951
Assistant Professor David Manzella, Ed.D. (Columbia)	1956
Assistant Professor Erwin D. Stasek, Ph.D. (Northwestern)	1955
Assistant Professor Milton F. Sullivan, M.A. (Columbia)	1952
Assistant Professor Lysbeth Mai Wallace, M.F.A. (Cranbrook Academy of Art)	1955
Assistant Professor Ben P. Watkins, M.A. (Louisiana State)	1946
Instructor Elliott J. Elgart, M.F.A. (Iowa State)	1955-58
Instructor Moishe Smith, M.F.A. (Iowa)	1955-59
Matilda F. Salter, Emerita (1917)	1885
<hr/>	
Lecturer Marian P. Beveridge, M.A. (Columbia)	1958-59
Lecturer Edward Michael Purdo, M.F.A. (Cranbrook Academy of Art)	1957-58
Lecturer Charles Louis Steinburg, M.S. (Southern Illinois)	1958-59
Lecturer Mary Noel Waite, M.F.A. (Cranbrook Academy of Art)	1957-59
Assistant Instructor Marjorie Lee Dennis, M.A. (Southern Illinois)	1955-58

To augment the regular academic program and enrich the experiences for the student of art, the Department of Art brings to the campus such distinguished lecturers and artists as Peppino Mangarvite, painter and

chairman of the graduate art program, Columbia University; Dr. Lester D. Longman, lecturer and chairman of the Department of Art, University of California, Los Angeles; Joseph Albers, distinguished painter-designer, formerly of Yale University (jointly with the Department of Design); Arthur Young, distinguished art educator, Teachers College, Columbia University; Anthony Toney, painter-art educator of New York; Arthur Pulos, silversmith and designer, Head of the Department of Design, Syracuse University, New York.

These art educators join the faculty and students for a series of workshops, seminars, and individual criticisms as well as offering the community and the area public lectures and demonstrations.

The Department of Art offers curricula leading to the following degrees:



*Marguerite Wildenhain, noted potter and distinguished visiting lecturer AVTERQ, demonstrates for pottery majors.*

1. Bachelor of Science in Education, for students in the College of Education. Major in art education.

2. Bachelor of Arts, for students in the College of Liberal Arts. Major in art history.

3. Bachelor of Arts, for students in the School of Fine Arts. Major in art with specializations in painting and prints, jewelry and silversmithing, weaving, pottery, crafts, or art education.

Undergraduate offerings of the Department of Art provide both introductory and specialized experiences. Students are encouraged to select their area of specialization by the end of the freshman year. All art majors in the School of Fine Arts are required to complete a minimum of twenty-four hours of work in art history. Curricula are also planned for those desiring a minor in art and for those interested in art as an avocation.

The department reserves the right to withhold an example of the work of each student in each class. Such works become a part of a permanent collection from which exhibitions may be prepared.

### *SUGGESTED CURRICULA IN THE SCHOOL OF FINE ARTS*

General degree requirements: Summarized earlier in this bulletin.

Required courses for a major in art with specialization in painting and prints: 100 (15 hours), 245 (12 hours), 250 (12 hours), 358 (12 hours), 320 (12 hours), 325 (12 hours); 225, 226, 227; 15 additional hours from art history courses (120 and 380 do not count toward a major); 8 hours from 203, 231, 385; Design 275 (12 hours).

Required courses for a major in art with specialization in jewelry and silversmithing: 100 (15 hours), 245 (12 hours), 231 (4 hours), 332 (12 hours), 325 (12 hours); 225, 226, 227; 15 additional hours from art history courses (120 and 380 cannot be counted toward a major); 12 hours from 302, 385; Design 215 (12 hours).

Required courses for a major in art with specialization in weaving: 100 (15 hours), 203 (12 hours), 231 (4 hours), 332 (8 hours), 385 (12 hours), 325 (12 hours); 225, 226, 227; 15 additional hours from art history courses (120 and 380 cannot be counted toward a major); 24 hours from 245, 250, 358; Design 215 (12 hours).

Required courses for a major in art with specialization in pottery: 100 (15 hours), 245 (12 hours), 203 (12 hours), 302 (12 hours), 325 (15 hours); 225, 226, 227; 15 additional hours from art history courses (120 and 380 cannot be counted toward a major); 12 hours from 231, 332, 385; 12 hours from 250, 358; Design 215 (12 hours).

Required courses for a major in art with specialization in crafts: 100 (15 hours), 245 (12 hours), 332 (12 hours), 302 (12 hours), 385 (9 hours); 225, 226, 227; 15 additional hours from art history courses (120 and 380 cannot be counted toward a major); 16 hours from 250, 358; Design 215 (12 hours).

Required courses for a major in art with specialization in art education:\* 100 (15 hours), 245 (8 hours), 250, 358, 306, 307, 308; 225, 226, 227; 15 additional hours from art history courses (120 and 380 cannot be counted toward a major); 12 hours from 203, 231, 385; Design 390.

### *SUGGESTED CURRICULA IN THE COLLEGE OF EDUCATION*

General degree requirements: Summarized earlier in this bulletin.

College of Education requirements: Refer to the College of Education Bulletin.

Required courses for a major in art education, secondary certificate program: 100 (15 hours), 225, 226, 227, 306, 307, 308, 446. Additional courses selected from the following groups: 20 hours from 245, 250, 358, Design 215; 8 hours from 203, 231, 385.

Required courses for a major in art education, special certificate program:† 100 (15 hours), 225, 226, 227, 306, 307, 308, 446. Additional courses selected from the following groups: 16 hours from 245, 250, 358, Design 215; 8 hours from 203, 231, 385.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES*

General degree requirements: Summarized earlier in this bulletin.

College of Liberal Arts and Sciences requirements: Refer to the Liberal Arts and Sciences Bulletin.

The following courses in art history are required: 225, 226, 227. The other courses to complete the major will be arranged after consultation with the student's major professor. It is recommended that the major in art history be accompanied by a minor in history.

\* Address the Registrar for the latest state teacher certification requirements. Additional hours in education may be required depending on the specific character of the art education objective: i.e., elementary, secondary, general supervision.

† The program meets all state and University requirements for the special certificate in art and the elementary certificate. The graduate is qualified to teach art in grades 1 through 12 and to do general teaching in grades 1 through 8.

## GRADUATE DEGREES

The Department of Art offers courses leading to the Master of Fine Arts degree, Master of Arts degree, Master of Science degree, and the Master of Science in Education degree. For additional information concerning the graduate program refer to the Graduate School Bulletin.

## COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students. Those on the 500 level are for graduate students only.

### STUDIO COURSES

- 100-5 to 15. **BASIC STUDIO.** Three-quarter sequence. A studio course in visual fundamentals emphasizing the ways in which art may be structured. Studio experience in two- and three-dimensional materials. Required of all art majors.
- 203-2 to 12. **BEGINNING CERAMICS.** Throwing forms on the potter's wheel, hand building and press molding processes. Study of clay, glazes, and firing procedures.
- 231-4. **JEWELRY.** Introductory course. Study of basic techniques used in construction of jewelry with emphasis on a personal and original design experience.
- 245-2 to 12. **THE FIGURE.** Three-quarter sequence. A study of the human figure in terms of form, movement, and structure accompanied by an exploration of possibilities of various drawing media.
- 250-2 to 12. **OIL PAINTING.** Three-quarter sequence. Introductory study of oil painting as a medium of expression. Individual rather than group problems planned and worked upon. Open to non-majors.
- 302-2 to 12. **BEGINNING AND ADVANCED CERAMICS.** Three-quarter sequence. Similar to 203 with higher level of achievement expected. Advanced subject matter adjusted with reference to number of hours of credit in ceramics previously earned.
- 320-2 to 12. **ADVANCED PAINTING.** Three-quarter sequence. Prerequisite: 250 (8 hours) and major in art.
- 323-4. **THE FIGURE (ADVANCED).** Course for majors providing opportunity for concentrated work from the figure. Prerequisite: 245 (12 hours).
- 325-2 to 15. **STUDIO.** Advanced research problems. Approval of chairman of department required for selection of project and instructor.
- 332-2 to 12. **JEWELRY AND SILVERSMITHING.** Three-quarter sequence. Basic processes in jewelry and metalwork. Emphasis upon design experience and high critical standard. Prerequisite: 231.
- 358-2 to 12. **PRINTS.** Three-quarter sequence. Introduction to printmaking as a medium. Studio projects in intaglio and relief processes.
- 385-2 to 12. **WEAVING.** Three-quarter sequence. Development of understanding

of two and four harness loom and essential processes in weaving simple and pattern textiles.

- 401-2 to 12. RESEARCH IN PAINTING.
- 406-2 to 12. STUDIO IN PAINTING.
- 410-2 to 12. RESEARCH IN PRINTS.
- 416-2 to 12. STUDIO IN PRINTS.
- 420-2 to 12. RESEARCH IN POTTERY.
- 426-2 to 12. STUDIO IN POTTERY.
- 430-2 to 12. RESEARCH IN METAL CONSTRUCTION.
- 436-2 to 12. STUDIO IN METAL CONSTRUCTION.
- 440-2 to 12. RESEARCH IN WEAVING.
- 446-2 to 12. STUDIO IN WEAVING.

Courses on the 500 level are for graduate students only.

- 501-2 to 12. SEMINAR IN PAINTING.
- 506-2 to 12. RESEARCH IN PAINTING.
- 511-2 to 12. SEMINAR IN PRINTS.
- 516-2 to 12. RESEARCH IN PRINTS.
- 520-2 to 12. SEMINAR IN POTTERY.
- 526-2 to 12. RESEARCH IN POTTERY.
- 530-2 to 12. SEMINAR IN METAL CONSTRUCTION.
- 536-2 to 12. RESEARCH IN METAL CONSTRUCTION.
- 540-2 to 12. SEMINAR IN WEAVING.
- 546-2 to 12. RESEARCH IN WEAVING.
- 599-5 to 9. THESIS.

#### ART EDUCATION COURSES

- 300-2 to 12. ART EDUCATION. Theory and practice of art activities in the elementary schools. Designed to meet needs of elementary education majors.
- 306-3. MATERIALS AND TECHNIQUES IN ART EDUCATION. Studio course providing a broad experimental experience with materials and techniques adaptable to art classes in grade and high school. In addition to studio assignments, each student is required to complete a working file of published material and notes on materials and techniques in art.
- 307-3. THEORY IN ART EDUCATION. Survey of art education theory providing the art education major with an introduction to theoretical studies in his field, and through scheduled observation visits to art classes at the University School, with the problems of relating theory to practice.
- 308-3. CURRICULUM AND ADMINISTRATION IN ART EDUCATION. Course providing art education majors with experience in dealing with problems of planning, organizing, introducing, and administering art curricula in grade and high school. Includes comparative study of published material and preparation of a working file on the subject.
- 365-4. ART EDUCATION IN THE SECONDARY SCHOOLS. For art education majors preparing to teach on secondary level; includes studio projects designed to develop awareness of technical and aesthetic needs of high school students, reading and discussion of literature, planning of curriculum.

460-2 to 12. RESEARCH IN ART EDUCATION.

466-2 to 12. STUDIO IN ART EDUCATION.

Courses on the 500 level are for graduate students only.

560-2 to 12. SEMINAR IN ART EDUCATION.

566-2 to 12. RESEARCH IN ART EDUCATION.

#### HISTORY AND APPRECIATION COURSES

Appreciation courses provide experience from which the non-major may develop a mature understanding and response to the visual arts.

The art history curriculum is designed to provide the art major with a basic introduction to the history of his professional field and to provide undergraduate preparation for those who wish to do graduate work in this area and prepare themselves for museum or university positions. Non-majors may register for these courses with the approval of the instructor.

120-3. ART APPRECIATION. Introductory course relating art to daily experience. Satisfies general University requirement.

225-3, 226-3, 227-3. HISTORY OF WORLD ART SURVEY, I, II, III. A study of painting, sculpture, and architecture from prehistoric to modern times. Emphasis is placed upon the major periods and great styles in relation to their geographical and social backgrounds. Required of art majors; to be begun and completed as a sequence during the sophomore year. Open to all University students during the junior or senior year, with permission of the art department. First quarter: The art and architecture of ancient and classical man. Second quarter: Art of the medieval epoch. Third quarter: From the Renaissance to the present.

301-3. MANNERIST, BAROQUE, AND ROCOCO ART. A study of European art from the end of the High Renaissance until the late eighteenth century. Emphasis is placed upon the works of such masters as Tintoretto, El Greco, Bernini, Poussin, Rubens, Rembrandt, Watteau, Chardin, Fragonard.

309-3. ORIENTAL ART. A survey of major styles and examples of the arts of the Far East from prehistoric times in China to nineteenth-century Japanese prints.

345-3. ART OF THE NINETEENTH CENTURY. The meaning and varieties of art from the time of the French Revolution until late Impressionist art of the nineteenth century. Relations to the social environment are interpreted.

347-3. ART OF THE ANCIENT WORLD. An interpretation of painting, sculpture, and architecture from prehistoric times through the ancient Egyptian, Mesopotamian, Greek, and Roman civilizations, presented with consideration of the general cultural settings of the peoples involved.

348-3. MEDIEVAL ART. The formation and development of religious art in Europe from the early Christian period through the Gothic. Relationships between Middle Ages society and art are studied.

356-3. THEORY OF ART. Survey of literature in theory of art and its influence and relationship to art criticism and practical work.

369-3. PRIMITIVE ART. A study of the arts of "primitive" peoples of Africa, the Pacific, and the Americas. Characteristic works are interpreted in

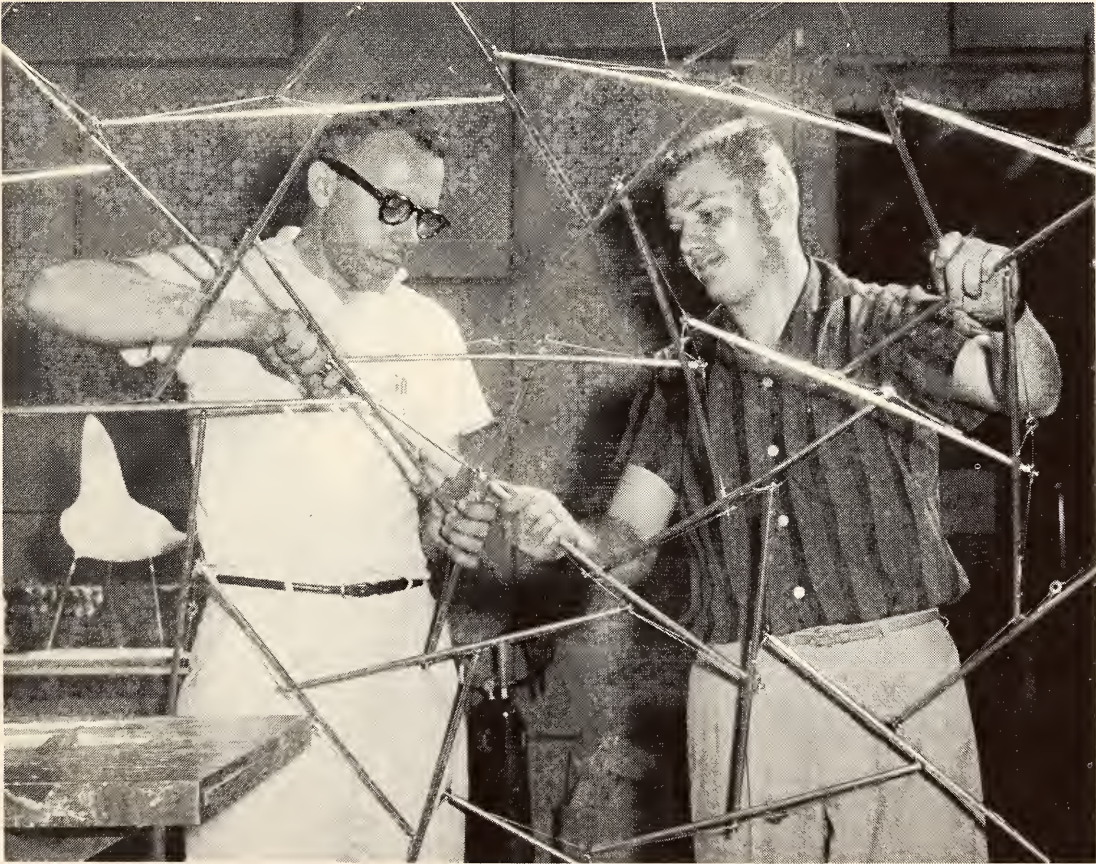
context with the general conditions of primitive society. The significant influences of primitive art on modern painting and sculpture are considered.

- 380-4. THEORY AND APPRECIATION OF ART. Introductory course for senior college students. Offered only in extension. Satisfies general University requirement.
- 444-3. ART OF THE TWENTIETH CENTURY. The principal movements and styles of twentieth-century art are studied and evaluated with special emphasis upon change in modern society.
- 449-3. RENAISSANCE ART. An understanding and appreciation of fifteenth- and sixteenth-century European art is aimed at with consideration of the significance of Renaissance art to the growth of Humanism.
- 471-3. BAROQUE PAINTING IN ITALY. A study of major developments in style and expression in Italian painting from the late Mannerist period until the early eighteenth century.
- 475-3. IMPRESSIONIST AND POST-IMPRESSIONIST PAINTING. The late nineteenth century in France: Impressionism, Neo-Impressionism, Pointillism, and early Expressionism. The styles of Manet, Monet, Degas, Renoir, Seurat, Van Gogh, and Cezanne receive emphasis.
- 482A, B, C-3 to 9. ART HISTORY SEMINAR. Lectures, readings, and reports on artists, styles, subjects of special interest which will be announced periodically by the art department.

DESIGN

Associate Professor Harold L. Cohen, B.A. (Illinois Institute of Technology), Chairman	1955
Assistant Professor John F. H. Lonergan, B.A. (Illinois)	1950
Assistant Professor Charles M. Pulley, B.S. (Illinois)	1951
Instructor Carl E. Bretscher, B.S. (Illinois)	1957
Lecturer-Instructor Davis J. Pratt	1957
Lecturer-Instructor Herbert Roan	1957
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Lecturer Howard August Mueller	1958-59
Lecturer Elsa Kula Pratt	1957-59

Each year a number of the country's leading designers are brought to the campus for lectures and seminars. In the past few years our students



*Design students assembling an all-aluminum, continuous-tension sphere which is now on display at the Museum of Modern Art in New York City.*

have worked with R. Buckminster Fuller, Leo Lionni, Will Burtin, Felix Candela, John Walley, Charles Eames, Sybil Moholy-Nagy, Al Sherman, Harry Weese, Fred Wiesinger, Ambrose Richardson, John Vandermeulen, and many others.

The educational efforts of the Department of Design are directed toward fulfillment of men's needs in an industrial-based society, by developing the designers who will be responsible for creating the contemporary environment.

Developing the designer, with the background and orientation to perform effectively in this capacity, has been the aim of advanced design education since the birth of the design profession at the Bauhaus in pre-Hitler Germany. L. Moholy-Nagy stated with reference to design in general, "Design is not a profession but an attitude." He was referring to the importance of sound conceptual thinking as the basis for creative activity in the design field.

### *SUGGESTED CURRICULA*

Requirements for a major in design with a specialization in product-shelter design:

	HOURS
Design 100 .....	15
Design 215, 275, 366, 465F .....	48
Design 200, 300, 400 .....	27
Art history .....	9
Art electives .....	8
Mathematics 111, 112, 113, or equivalent .....	12-15
Physics .....	4-5
Music appreciation .....	3
Industrial Education 101 .....	4
English .....	21
Economics, geography, government, history, and sociology (work in four departments required) .....	20
Biological sciences .....	9
Psychology and/or philosophy and/or anthropology (courses selected after consultation with the department chairman) ....	16
University requirements in physical education and air science.	

Requirements for a major in design with a specialization in visual design:

	HOURS
Design 100 .....	15
Design 215, 275, 375, 465G .....	48

SCHOOL OF FINE ARTS	21
Design 200, 300, 400 .....	27
Art history .....	9
Art electives .....	12
Mathematics 111, 112, or equivalent .....	8-10
Physics .....	4-5
Music appreciation .....	3
Industrial Education 101 .....	4
English .....	21
Economics, geography, government, history, and sociology (work in four departments required) .....	20
Biological sciences .....	9
Psychology and/or philosophy and/or anthropology (courses selected after consultation with the department chairman) ....	16
University requirements in physical education and air science.	
NOTE: All students transferring from other departments and other schools will be placed at the proper curricular stage after a personal interview and the showing of examples of their previous work.	

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 100-5 to 15. BASIC DESIGN. Three-quarter sequence. Comprehensive workshop and lecture course in design fundamentals. Exploration of two- and three-dimensional design principles using various media and materials.
- 200-3 to 9. BASIC MATERIALS AND TECHNIQUES. Three-quarter sequence. Exploration of materials both two- and three-dimensional. Elements within prescribed picture plane, including light as a creative medium. Construction in various materials of differing properties employing basic techniques and hand and power tools. Prerequisite: 100 (15 hours).
- 215-4 to 12. BASIC PRODUCT-SHELTER DESIGN. Three-quarter sequence. Development of an analytical approach to the solutions of product and shelter problems, using lecture, text, and laboratory methods. Prerequisite: 100 (15 hours).
- 250-2. SURVEY OF PRODUCT-SHELTER DESIGN. Presents basic material offered in 215 but adapted to interests of those not majoring in design. One hour lecture and two hours laboratory.
- 260-2. SURVEY OF VISUAL DESIGN. Presents basic material offered in 275 but adapted to interests of those not majoring in design. One hour lecture and two hours laboratory.
- 275-4 to 12. BASIC VISUAL DESIGN. Three-quarter sequence. Development of an analytical approach to the solution of visual problems, using lecture, text, and laboratory methods. Prerequisite: 100 (15 hours).
- 300-3 to 9. MATERIALS AND BASIC TECHNIQUES. Three-quarter sequence. A continuation of 200. Prerequisite: 200 (9 hours).

- 366-4 to 12. PRODUCT-SHELTER DESIGN. Three-quarter sequence. Advanced study of design problems dealing with personal and family needs. An introduction to tools, jigs, and fixtures, materials applicable to problems of mass fabrication. Nomenclature; field trips; industrial communication. Prerequisites: 200 (9 hours), 215 (12 hours), 275 (12 hours).
- 375-4 to 12. VISUAL DESIGN. Three-quarter sequence. Advanced study of design problems of hand-to-eye scale communication, i.e., cards, brochures, booklets, packaging, and general advertising. Full nomenclature of the field, and introduction to the graphics industry. Prerequisites: 200 (9 hours), 215 (12 hours), 275 (12 hours).
- 390-2. PRINCIPLES OF DESIGN. Comparative studies of European and Asiatic influences on contemporary American approaches to design education and practice. Readings from Sullivan, Wright, Le Corbusier, Moholy-Nagy, Kepes, and others.
- 400-3 to 9. MATERIALS AND BASIC TECHNIQUES. Three-quarter sequence. A continuation of 300. Prerequisite: 300 (9 hours).
- 465F-2 to 12. RESEARCH IN PRODUCT-SHELTER DESIGN. Three-quarter sequence. Problems dealing with large groups; all problems carried from conception to actual full-scale construction. Development of prototype for mass-production techniques. Small research projects developed under grants given to the department. Prerequisite: 366 (12 hours).
- 465G-2 to 12. RESEARCH IN VISUAL DESIGN. Three-quarter sequence. Problems dealing with room-to-eye scale and larger; i.e., posters, car cards, strip film, film, exhibition, etc. Advanced graphic and photo technology, development of prototype for mass-production techniques. Small research projects developed under grants given to the department. Prerequisite: 375 (12 hours).
- 490F-2 to 12. SEMINAR IN PRODUCT-SHELTER DESIGN. Special seminars developed with adjunct and visiting professors. Prerequisite: 366 (12 hours).
- 490G-2 to 12. SEMINAR IN VISUAL DESIGN. Special seminars developed with adjunct and visiting professors. Prerequisite: 375 (12 hours).

Courses on the 500 level are for graduate students only.

- 500F-2 to 12. STUDIO IN PRODUCT-SHELTER DESIGN. The development of one problem given individually in preparation for the student's thesis. Prerequisite: 465F (8 hours).
- 500G-2 to 12. STUDIO IN VISUAL DESIGN. The development of one problem given individually in preparation for the student's thesis. Prerequisite: 465G (8 hours).
- 510F-2 to 12. RESEARCH IN PRODUCT-SHELTER DESIGN. The development of research projects with direct supervision by the staff. Prerequisite: 465F (8 hours).
- 510G-2 to 12. RESEARCH IN VISUAL DESIGN. The development of research projects with direct supervision by the staff. Prerequisite: 465G (8 hours).
- 599-2 to 9. THESIS.

## MUSIC

Professor Steven Barwick, Ed.D. (Harvard)	1955
Professor Henry Allen Bruinsma, Ph.D. (Michigan), Chairman	1956
Professor Fred Herman Denker, Ph.D. (Eastman)	1953-54; 1957
Associate Professor Carmine Ficocelli, M.M. (Indiana)	1957
Associate Professor David S. McIntosh, M.A. (Iowa)	1927
Associate Professor Wesley Morgan, Ph.D. (Southern California)	1959
Associate Professor Robert E. Mueller, Ph.D. (Indiana)	1948
Assistant Professor Will Gay Bottje, A.Mus.D. (Eastman)	1957
Assistant Professor Robert B. Forman, Ph.D. (Florida State)	1954
Assistant Professor Robert Stephan Hines, M.M. (Michigan)	1957
Assistant Professor Phillip H. Olsson, M.M. (Chicago Conservatory of Music)	1949
Assistant Professor Nell Tangeman, M.A. (Ohio State)	1957-59
Assistant Professor William Tarwater, Ph.D. (Peabody)	1959
Assistant Professor Charles C. Taylor, Ed.D. (Columbia)	1957
Assistant Professor Robert Earl Thomas, Ed.D. (Illinois)	1957
Assistant Professor Glenn E. Watkins, Ph.D. (Eastman)	1954-58
Assistant Professor John S. Wharton, M.M. (American Conservatory of Music)	1945
Instructor Arthur Page Barnes, M.M. (Wichita)	1955
Instructor Elisabeth D. Hartline, M.M. (Northwestern)	1936-38; 1953
Instructor Marilyn Pflederer, M.S. (Illinois)	1956
Instructor Robert S. Resnick, M.M. (Wichita)	1949
Instructor William Klett Taylor, M.M. (Indiana)	1955
Instructor Helen Matthes Vogler, Emerita (1954)	1920
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Lecturer Mary French Barrett, M.M. (Eastman)	1958-59
Lecturer Donald G. Canedy, M.M.Ed. (Southern Illinois)	1958-59
Lecturer Leslie Chabay	1958-59

During each academic year the Department of Music brings to the campus a series of distinguished musicians who join the faculty and students for a period of workshops, seminars, and performances. The roster for the 1958-59 school year included the following: Sigurd Rascher, saxophonist; Carl Weinrich, organist; Ernst and Lory Wallfisch, viola and piano duo; Louise Cuyler, musicologist; Willi Apel, musicologist; Joseph Szigeti, violinist; Robert Goldsand, pianist.

The Department of Music is a member of the National Association of Schools of Music. The requirements for entrance and for graduation as set forth in this bulletin are in accordance with the published regulations of the National Association of Schools of Music.

In addition to its major courses offered through the School of Fine Arts, the department offers service courses to students in the other schools and colleges of the University. Its major curricula lead to the following baccalaureate degrees:

1. Bachelor of Music, for students in the School of Fine Arts, with specializations in music theory-composition, music history-literature, applied music, church music.
2. Bachelor of Music Education, for students in the College of Education.
3. Bachelor of Arts, for students in the College of Liberal Arts who



*Music students receiving private instruction in their major instrument.*

desire a specialization in music as part of their general cultural education.

GENERAL REQUIREMENTS

All resident music majors and minors must maintain a satisfactory membership in either a University band, orchestra, or chorus each quarter of their University attendance.

Students in the Bachelor of Music curriculum with a specialization in applied music must present a half-recital in their junior year and a full recital in their senior year. Students in the Bachelor of Music Education curriculum are encouraged to present a half-recital in their junior year and are required to present a half-recital in their senior year.

Recital attendance is required of all music majors. A minimum of thirty-five recitals per school year must be attended by each music major. A deficiency in recital attendance for any one year will result in the student's being placed on probation by the department the following year.

Each candidate for the Bachelor of Music or Bachelor of Music Education degree must pass the proficiency examination in piano as early as possible in his course of study. A student with no previous preparation in piano must elect class piano during his freshman and sophomore years. If he fails to meet the basic piano requirements at the end of this time, he must continue in class piano without credit until he passes the test. A candidate for the Bachelor of Music Education degree must also pass a proficiency test in voice or elect class voice until he can pass the proficiency test. It is the responsibility of each student, with the assistance of his adviser and instructors, to meet these minimum requirements.

BACHELOR OF MUSIC DEGREE

The following general degree requirements should be met during the first two years in residence:

	HOURS
Social studies—work in three of the following departments: Economics, Geography, History, Government, Sociology .....	15
Humanities—English 101, 102, 103, and one year of a foreign language. Voice majors must take one year of two foreign languages .....	18-27
Biological sciences—Health Education 100 .....	4
Physical sciences—Physics 101 .....	4
Physical education—activity courses .....	6
Air Science (for men) .....	6
	<hr/> 47-62

A Bachelor of Music degree student must take the following core curriculum in addition to the courses prescribed for his area of specialization:

	HOURS
Music theory 105, 106, 107 .....	12
Music theory 205, 206, 207 .....	12
Analysis 326 .....	2
Music history and literature 330, 331, 332 .....	12
Major ensemble, 12 quarters .....	12
Piano proficiency, maximum of .....	6
Major instrument or voice. See specific requirements under the following specializations.	

56

Before the end of his sophomore year the student should choose an area of specialization. This choice is subject to approval by the faculty adviser and the chairman of the department.

APPLIED MUSIC SPECIALIZATION	HOURS
Major instrument or voice, 12 quarters .....	*48
Additional theory courses .....	12
Electives in music .....	12
	72

THEORY-COMPOSITION SPECIALIZATION	HOURS
Major instrument or voice, 12 quarters .....	24
Class instruments and voice .....	6
Advanced theory-composition courses .....	24
Electives in music .....	18
	72

MUSIC HISTORY-LITERATURE SPECIALIZATION	HOURS
Major instrument or voice, 12 quarters .....	24
Advanced courses in music history and literature .....	9
Related history courses .....	9
Electives in music theory .....	18
Additional electives in music .....	12
	72

\* For students combining this program with the prescribed courses for state certification in education, the applied major will be elected for two hours per quarter, totaling twenty-four hours.

CHURCH MUSIC SPECIALIZATION	HOURS
Organ or voice or major instrument, 12 quarters .....	24
Organ or voice or minor instrument, 6 quarters .....	6
Church music 350, 351, 352 .....	9
Related courses in religious education .....	9
Conducting 318, 319, 320 .....	6
Counterpoint 441, 442, 443 .....	12
Electives in music .....	12
	<hr/>
	72

STATE CERTIFICATION

Students enrolled in the School of Fine Arts and working toward the Bachelor of Music degree may meet Illinois state requirements for a limited teaching certificate by using elective hours to take certain prescribed additional courses. These requirements cannot ordinarily be met within the minimum of 192 hours required for graduation, and the student should plan on attending the University several additional summers sessions if he wishes to graduate within the four-year schedule. Consult with the academic adviser of the School of Fine Arts for details. Material relative to certification requirements may be secured at the Registrar's Office.

*BACHELOR OF MUSIC EDUCATION DEGREE*

The Bachelor of Music Education degree is offered through the College of Education.

General degree requirements: Summarized earlier in this bulletin.

College of Education requirements: Refer to the College of Education Bulletin.

Required courses in music include the following:

	HOURS
Music theory 105, 106, 107 .....	12
Music theory 205, 206, 207 .....	12
Analysis 326 .....	2
Counterpoint 441, 442, 443, (2 out of 3) .....	4
Arranging 309, 310, 311 .....	6
Music history and literature 330, 331, 332 .....	12
Major ensemble, 12 quarters .....	12
*Piano proficiency or piano class, maximum .....	12

(Continued on next page)

*Voice proficiency or voice class, maximum .....	1
*Class instruments (2 quarters each of woodwinds, brass, and strings) .....	6
Applied major instrument or voice, 12 quarters .....	12
*Music methods courses 300, 303, 305I, 305V .....	12
*Conducting 318, 319, 320 .....	6

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103 or 109

#### RECREATIONAL MUSIC

In co-operation with the Department of Recreation and Outdoor Education, the Department of Music offers a series of courses designed to prepare the specialist in recreational music. This program calls for approximately forty hours of course work in music, and, in conjunction with the prescribed courses in general education and in recreation and outdoor education, leads to the Bachelor of Science in Education degree with a major in recreation and outdoor education, offered by the College of Education. For details consult the academic adviser in the Department of Recreation and Outdoor Education.

#### *BACHELOR OF ARTS DEGREE*

The music major curriculum in the College of Liberal Arts and Sciences is designed for students who wish to specialize in music as part of their general cultural education. It is also designed to provide a background training for those who may plan to pursue advanced studies in such fields as music criticism, aesthetics, etc.

General degree requirements: Summarized earlier in this bulletin.

College of Liberal Arts and Sciences requirements: Refer to the College of Liberal Arts and Sciences Bulletin.

Required courses in music: 105, 106, 107, 205, 206, 207, 330, 331, 332; applied music courses (12 hours); electives in music (12 hours). Total: 60 hours.

#### *GRADUATE DEGREES*

The Department of Music offers courses leading to the Master of Music degree with specializations in theory-composition, music history-literature, or applied music, and the Master of Music Education degree. In co-operation with the College of Education, the Doctor of Philosophy degree in secondary education (major or minor in music) is offered. For additional

\* Prerequisites for student teaching.

information concerning the graduate programs refer to the Graduate School Bulletin.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students. Those on the 500 level are for graduate students only.

#### THEORY COURSES

- 105-4, 106-4, 107-4. **THEORY OF MUSIC.** Fundamentals of music in sight singing, ear training, harmony, and keyboard harmony.
- 200-3. **FUNDAMENTALS OF MUSIC.** A one-quarter course in the rudiments of music designed for those with little or no musical background, recommended as a course preliminary to 300B, Music Education—Elementary, for non-music majors.
- 205-4, 206-4, 207-4. **THEORY OF MUSIC.** Continuation of 105, 106, 107. Advanced harmonic techniques, modulation, altered chords, chromatic harmony, and introduction to contemporary harmonic principles. Prerequisite: 107.
- 309-2, 310-2, 311-2. **ARRANGING I, II, III.** The techniques of writing for band, orchestra, and chorus. Practical work in scoring. Performance of scores by University ensembles. Prerequisite: 107.
- 312-2, 313-2. **COMPOSITION I, II.** Original composition in the smaller forms for piano, voice, string quartet, and other small combinations. Prerequisite: 207.
- 314-2. **COMPOSITION III.** Original composition in the larger forms. Prerequisite: 313.
- 326A-2, 326B-2, 326C-2. **ANALYSIS I, II, III.** Analysis I covers the study of harmonic texture, key relationship, and formal structure in representative compositions of the Baroque era, including invention, fugue, concerto grosso, and cantata. Analysis II covers harmonic texture and form in the Classic era, including intensive analysis of binary and ternary forms, rondo, and sonata. Analysis III covers chromatic harmony and musical structure in the Romantic era, based on analysis of representative works of Chopin, Wagner, and Liszt. Prerequisite: 207.
- 342-2, 343-2, 344-2. **COMPOSITION IV, V, VI.** Required of theory-composition specializations. Original work in contemporary idioms preparing for full recital of compositions during senior year. Prerequisites: 313 and permission of instructor.
- 441-2. **SIXTEENTH-CENTURY COUNTERPOINT.** Species counterpoint and creative writing in the style of Palestrina and his contemporaries. Prerequisite: 207.
- 442-2. **EIGHTEENTH-CENTURY COUNTERPOINT.** Analysis and creative writing in the contrapuntal-harmonic technique of Bach and his contemporaries. Prerequisite: 207.
- 443-2. **CANON AND FUGUE.** Analysis and creative writing of the larger imitative forms. Prerequisite: 442.

Courses on the 500 level are for graduate students only.

501-3. INTRODUCTION TO GRADUATE STUDY IN MUSIC. Basic bibliographical and research techniques in music theory, literature, and education.

502-3 to 9. HISTORY AND ANALYSIS OF MUSICAL STYLE. Study of style in relation to evolution of musical materials.

531-2 to 9. ADVANCED COMPOSITION.

535-3. CONTEMPORARY IDIOMS. A study of techniques of composition developed during the twentieth century by composers of Europe and America.

545-3 to 9. PHILOSOPHIES OF MUSIC THEORY. A study of the philosophies of music theory including an orientation of the philosophies of theory to the problems of pedagogy. Required of all theory-composition majors.

599-3 to 9. THESIS.

#### HISTORY-LITERATURE COURSES

100-3. MUSIC UNDERSTANDING. An introductory course designed for non-music majors or for prospective music majors with background deficiencies. Emphasis on background, purpose, and structure of representative compositions.

308-4. FOLK MUSIC. Comparison of folk music collected in Southern Illinois with that of other areas with emphasis on melodic structure and textual variants. Use of folk music by composers, ethnic groups, and recreational leaders. Prerequisite: 107 or consent of instructor.

315-2. OPERA REPERTORY. A study of operatic literature, including student participation in scenes from representative operas. Admission by consent of instructor.

330-4, 331-4, 332-4. MUSIC HISTORY AND LITERATURE I, II, III. An integrated course devoted to the development of musical thought and literature from the early Greek and Roman periods through the Renaissance. Music 331 is a continuation of 330 through the seventeenth, eighteenth, and early nineteenth centuries. Music 332 is a continuation of 331. Wagner, the rise of nationalism, late nineteenth- and twentieth-century composers.

411-3. SYMPHONIC LITERATURE. A study of the development of the symphony and the symphonic poem to 1900. Prerequisites: 330, 331, 332.

412-3. CHORAL LITERATURE. The literature of the larger vocal forms such as the cantata and oratorio. Prerequisites: 330, 331, 332.

413-3. CHAMBER MUSIC LITERATURE. Study of chamber music from the Renaissance to the present. Prerequisites: 330, 331, 332.

Courses on the 500 level are for graduate students only.

510-3. HISTORY OF PERFORMANCE PRACTICE. A study of tempo, pitch, and techniques of performance as they relate to musical literature and instruments of the various periods in music history.

512-3. HISTORY OF OPERA. The development of opera as a form with a detailed study of operas since 1600.

- 515-3. TWENTIETH-CENTURY LITERATURE. A survey of contemporary music of Russia, western Europe, and the Americas in its relation to sociological, political, and cultural developments.
- 518-3. PEDAGOGY OF MUSIC LITERATURE. Principles of teaching music literature and music appreciation courses at the college level.
- 520-3. AMERICAN MUSIC. The development of music in America from colonial days to the present.
- 522-3. SEMINAR IN MUSIC HISTORY-LITERATURE. Advanced study in special periods of music history-literature. Offered on demand.

#### CHURCH MUSIC COURSES

- 350-3. PRINCIPLES OF CHURCH MUSIC. A study of the historical development of music in the liturgical and nonliturgical churches, and the principles which govern the music of these churches.
- 351-3. ORGAN IN THE CHURCH SERVICE. The art of service playing with emphasis on solo repertoire and accompaniment techniques, for the church service. The function of the organ in the worship service.
- 352-3. CHOIR IN THE CHURCH SERVICE. The place of choir and other vocal music in the worship service with emphasis on repertoire, and conducting techniques.

#### RECREATIONAL MUSIC COURSES

- 307-4. RECREATIONAL MUSIC AND SINGING GAMES. For those interested in the less formal approach to music and for prospective leaders of recreational activities.
- 308-4. FOLK MUSIC. (See music history-literature courses.)
- 317-2. INSTRUMENTS FOR MUSIC RECREATION. Practical information in performance, use, and building of instruments for use in community recreational music programs. Prerequisite: 307.

#### MUSIC EDUCATION COURSES

- 300A-3. MUSIC EDUCATION—ELEMENTARY. Teaching music in the elementary grades. For music majors only.
- 300B-3. MUSIC EDUCATION—ELEMENTARY. Teaching music in the elementary grades. For non-music majors only. Prerequisite: 200 or equivalent.
- 303-3. MUSIC EDUCATION—SECONDARY. Teaching music in the high school.
- 305I-3. INSTRUMENTAL PROBLEMS AND MATERIALS. Administration of the school instrumental music program. Emphasis on library, physical facilities, organization of the marching band, arranging music for out-of-doors performance.
- 305V-3. VOCAL PROBLEMS, MATERIALS, AND CONDUCTING. Vocal and psychological problems in handling choral groups, reading and acquaintance with a variety of choral materials at the high school level, and interpretation through conducting techniques.
- 318-2, 319-2, 320-2. CONDUCTING. Techniques employed in conducting vocal and instrumental groups of various sizes and combinations. Students provided with opportunities to conduct University ensembles.

- 451-2. THE TEACHING OF GENERAL CLASSROOM MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL.
- 455-2. WORKSHOP FOR ELEMENTARY MUSIC EDUCATION.
- 461-2. TEACHING TECHNIQUES AND MATERIALS FOR THE INTER-MEDIATE LEVELS. Piano or voice. Designed to meet the needs of piano or voice specializations in the Bachelor of Music or the Master of Music degree programs. Problems of private studio teaching and college-level teaching are studied.
- 462-2. TEACHING TECHNIQUES AND MATERIALS FOR THE ADVANCED STUDENT. Piano or voice. Continuation of 461.

Courses on the 500 level are for graduate students only.

- 550-2. ORGANIZATION AND ADMINISTRATION OF THE MUSIC EDUCATION PROGRAM—ELEMENTARY.
- 551-2. ORGANIZATION AND ADMINISTRATION OF THE MUSIC EDUCATION PROGRAM—SECONDARY.
- 553-3. SEMINAR IN CHORAL MATERIALS AND TECHNIQUES.
- 554-3. SEMINAR IN INSTRUMENTAL MATERIALS AND TECHNIQUES.
- 556-2 to 6. ADVANCED CONDUCTING. Problems in reading symphonic scores and interpretation. Laboratory conducting of larger University ensembles.
- 560-2 to 3. SEMINAR IN MUSIC EDUCATION. A study of trends, current practices, philosophies of music education.

#### UNDERGRADUATE APPLIED MUSIC COURSES

##### Ensembles:

- 001-1. UNIVERSITY BANDS.
- 002A-1. UNIVERSITY CHORUS.
- 002B-1. UNIVERSITY ORATORIO SOCIETY.
- 003-1. UNIVERSITY SYMPHONY ORCHESTRA.
- 345-1. MADRIGAL SINGERS.
- 346-2 to 12. OPERA WORKSHOP.
- 355-1. CHAMBER MUSIC. String ensemble, quartet.
- 365-1. CHAMBER MUSIC. Woodwind and brass ensemble.

Private instruction is offered in the following areas of applied music. Credit varies from one to four hours. Consult with adviser for details of credit and requirements.

- |                  |                  |
|------------------|------------------|
| 011. VIOLIN      | 031. PERCUSSION  |
| 012. VIOLA       | 041. PIANO       |
| 013. CELLO       | 051. FRENCH HORN |
| 014. STRING BASS | 052. TRUMPET     |
| 021. FLUTE       | 053. TROMBONE    |
| 022. OBOE        | 054. TUBA        |
| 023. CLARINET    | 055. BARITONE    |
| 024. BASSOON     | 061. VOICE       |
| 025. SAXOPHONE   | 071. ORGAN       |

Class instruction is offered in all areas of applied music. These courses include the minimum instruction required for passing the proficiency examinations in piano and voice and they offer practical training in the basic principles of

playing the instruments of the orchestra and band. They also include introductory techniques and methods for teaching instrumental and vocal groups in the elementary and secondary schools. Each course is offered for one hour of credit each quarter.

010a. CLASS VIOLIN

010b. CLASS VIOLA

010c. CLASS CELLO

010d. CLASS STRING BASS

020a. CLASS FLUTE

020b. CLASS OBOE

020c. CLASS CLARINET

020d. CLASS BASSOON

020e. CLASS SAXOPHONE

030. CLASS PERCUSSION

040. CLASS PIANO

050a. CLASS FRENCH HORN

050b. CLASS TRUMPET

050c. CLASS TROMBONE

050d. CLASS TUBA

050e. CLASS BARITONE

060. CLASS VOICE

#### GRADUATE APPLIED MUSIC COURSES

566-1 to 4. INSTRUMENTAL ENSEMBLE. Participation in a chamber or large ensemble for purposes of studying and performing literature in the field of the major instrument other than solo literature.

567-1 to 4. VOCAL ENSEMBLE. Participation in a chamber or large ensemble for purposes of studying and performing literature in the field of the vocal music other than solo literature. Includes madrigal groups, choral ensembles, women's chorus, etc.

568-2 to 4. OPERA WORKSHOP. An intensive course in opera for voice majors, including the study of scenes and entire operas and public performances therein.

Candidates for the Master of Music or Master of Music Education degree who wish to choose applied music courses as electives will take the 400-series course in their major instrument or voice for two hours of credit per quarter. Applied music majors in the Master of Music curriculum will take the 500-series course in their major instrument or voice for four hours of credit per quarter. These are considered artist-level courses and admission to them and to the degree program must be obtained from the chairman of the department after passing a jury placement examination.

In both the 400 and 500 series of courses the emphasis is placed upon the literature of the instrument or voice with the assumption that the learning of techniques will have largely been mastered at the undergraduate level.

For specific repertoire requirements in each course see the chairman of the Department of Music.

Elective courses in applied music in major instrument or voice:

471-2 to 8. PRIVATE PIANO

472-2 to 8. PRIVATE VOICE

473A-2 to 8. PRIVATE VIOLIN

473B-2 to 8. PRIVATE VIOLA

473C-2 to 8. PRIVATE VIOLONCELLO

473D-2 to 8. PRIVATE BASS VIOL

474A-2 to 8. PRIVATE FLUTE

474B-2 to 8. PRIVATE OBOE

474C-2 to 8. PRIVATE CLARINET

474D-2 to 8. PRIVATE BASSOON

474E-2 to 8. PRIVATE SAXOPHONE  
475A-2 to 8. PRIVATE TRUMPET  
475B-2 to 8. PRIVATE FRENCH HORN  
475C-2 to 8. PRIVATE BARITONE  
475D-2 to 8. PRIVATE TROMBONE  
475E-2 to 8. PRIVATE TUBA  
476-2 to 8. PRIVATE ORGAN

Courses on the 500 level are for graduate students only.

571-4 to 16. PRIVATE PIANO  
572-4 to 16. PRIVATE VOICE  
573A-4 to 16. PRIVATE VIOLIN  
573B-4 to 16. PRIVATE VIOLA  
573C-4 to 16. PRIVATE VIOLONCELLO  
573D-4 to 16. PRIVATE BASS VIOL  
574A-4 to 16. PRIVATE FLUTE  
574B-4 to 16. PRIVATE OBOE  
574C-4 to 16. PRIVATE CLARINET  
574D-4 to 16. PRIVATE BASSOON  
574E-4 to 16. PRIVATE SAXOPHONE  
575A-4 to 16. PRIVATE TRUMPET  
575B-4 to 16. PRIVATE FRENCH HORN  
575C-4 to 16. PRIVATE BARITONE  
575D-4 to 16. PRIVATE TROMBONE  
575E-4 to 16. PRIVATE TUBA  
576-4 to 16. PRIVATE ORGAN

#### PHOTOGRAPHS

Acknowledgement is made to Reinhard Rutenbeck for the photographs on pages x and 24, and to the Photographic Service for photographs on pages 12 and 19.







# *Southern Illinois University Foundation*

The Southern Illinois University Foundation is a nonprofit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills and suitable forms for gifts and memorials, including bequests by means of life insurance. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

The present officers of the Foundation are:

Mr. Everett Prosser, *President*, Carbondale.

Mr. Fred Harrison, *Vice-President*, Herrin.

Mrs. Lois H. Nelson, *Executive Secretary*, Southern Illinois University.

Mr. Robert L. Gallegly, *Treasurer*, Southern Illinois University.

Mr. Kenneth R. Miller, *Executive Director*, Southern Illinois University.



*Southern Illinois University Bulletin*

1959·1960

*School of Agriculture*

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Vol. 1, No. 6



# School of Agriculture

## *Announcements for 1959-1960*



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# Objectives of Southern Illinois University

## TO EXALT BEAUTY

IN GOD,  
IN NATURE,  
AND IN ART;  
TEACHING HOW TO LOVE THE BEST  
BUT TO KEEP THE HUMAN TOUCH;

## TO ADVANCE LEARNING

IN ALL LINES OF TRUTH  
WHEREVER THEY MAY LEAD,  
SHOWING HOW TO THINK  
RATHER THAN WHAT TO THINK,  
ASSISTING THE POWERS  
OF THE MIND  
IN THEIR SELF-DEVELOPMENT;

## TO FORWARD IDEAS AND IDEALS

IN OUR DEMOCRACY,  
INSPIRING RESPECT FOR OTHERS  
AS FOR OURSELVES,  
EVER PROMOTING FREEDOM  
WITH RESPONSIBILITY;

## TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD  
TO UNDERSTANDING  
AND UNDERSTANDING  
TO WISDOM.



## Board of Trustees

	TERM EXPIRES
JOHN PAGE WHAM, <i>Chairman</i> , Centralia	1965
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## Officers of Instruction

President D. W. Morris, Ph.D. (Iowa)	1948
Vice-President for Instruction Charles D. Tenney, Ph.D. (Oregon)	1931
Dean W. E. Keepper, Ph.D. (Cornell)	1950
Assistant Dean Herbert L. Portz, Ph.D. (Illinois)	1954
Chief Academic Adviser Ralph A. Benton, Ph.D. (Illinois)	1956
Registrar and Director of Admissions Robert A. McGrath, Ph.D. (Iowa)	1949



# Table of Contents

UNIVERSITY CALENDAR, 1959-60 .....	viii
UNIVERSITY CALENDAR, 1960-61 .....	ix
THE UNIVERSITY .....	1
History .....	1
Campus .....	1
University Sessions .....	2
University Regulations .....	2
SCHOOL OF AGRICULTURE .....	3
History .....	3
Objectives .....	3
Facilities .....	4
Admission .....	7
Tuition and Fees .....	7
Advisement .....	8
Financial Assistance .....	8
Employment Opportunities .....	9
Housing .....	9
Student Organizations .....	10
General Bachelor's Degree Requirements .....	10
Programs of Instruction .....	11
INSTRUCTIONAL UNITS .....	13
Agriculture, General .....	13
Agricultural Industries .....	15
Course Descriptions .....	19
Animal Industries .....	22
Course Descriptions .....	24
Forestry .....	27
Course Descriptions .....	29
Plant Industries .....	32
Course Descriptions .....	34

# *University Calendar, 1959-1960*

## SUMMER SESSION

Session Begins	Monday, June 22
Independence Day Holiday	Friday, July 3
Final Examinations	Wednesday–Thursday, August 12–13
Commencement	Friday, August 14

## FALL QUARTER

New Student Week	Friday–Tuesday, September 18–22
Quarter Begins	Wednesday, September 23
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 25–30
Final Examinations	Monday–Saturday, December 14–19

## WINTER QUARTER

Quarter Begins	Monday, January 4
Final Examinations	Monday–Saturday, March 14–19

## SPRING QUARTER

Quarter Begins	Monday, March 28
Memorial Day Holiday	Monday, May 30
Final Examinations	Wednesday–Tuesday, June 8–14
Commencement	Wednesday, June 15

Summer Session classes will begin Tuesday, June 23. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.

# *University Calendar, 1960-1961*

## SUMMER SESSION

Session Begins	Monday, June 20
Independence Day Holiday	Monday, July 4
Final Examinations	Wednesday–Thursday, August 10–11
Commencement	Friday, August 12

## FALL QUARTER

New Student Week	Friday–Tuesday, September 16–20
Quarter Begins	Wednesday, September 21
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 23–28
Final Examinations	Monday–Saturday, December 12–17

## WINTER QUARTER

Quarter Begins	Tuesday, January 3
Final Examinations	Monday–Saturday, March 13–18

## SPRING QUARTER

Quarter Begins	Monday, March 27
Memorial Day Holiday	Tuesday, May 30
Final Examinations	Wednesday–Tuesday, June 7–13
Commencement	Wednesday, June 14

Summer classes will begin on Tuesday, June 21. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.



# The University

This bulletin covers in detail questions concerning the School of Agriculture. It does not cover all questions concerning Southern Illinois University. For complete information about the University the prospective student should write the General Publications Office for a copy of the General Information Bulletin.

## HISTORY

Southern Illinois University was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

For some years after its establishment, Southern operated as a two-year normal school. In 1907 it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943 the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948 it was authorized to grant also the Master of Arts and Master of Science degrees. In 1952 the Master of Fine Arts degree was added to the list, and in 1956 the Master of Music, the Master of Music Education, and the Doctor of Philosophy degrees.

## CAMPUS

The main campus of Southern Illinois University is located in Carbondale, in Jackson County. The region is noted for its large peach and apple orchards, which in blossom time attract many tourists. Giant City, a state

park, is a popular resort to the south of Carbondale, and Crab Orchard Lake, with swimming, boating, and fishing facilities, lies four miles to the east.

The Carbondale campus is at present undergoing extensive expansion. It now comprises more than seventeen hundred acres, and more tracts of land are to be added. Twenty-three permanent buildings form the nucleus of the University's physical plant. Other permanent buildings are under construction.

## UNIVERSITY SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends about the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University Calendar.

In addition to the three regular quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter.

The summer session consists of a comprehensive program of courses offered by all the departments of the University. In addition to the courses which run the full eight weeks, there are a number of workshops and short courses covering a shorter period of time.

## UNIVERSITY REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; and to change any other regulation affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have matriculated in the University. The University also reserves the right to withdraw courses and to change fees.

# School of Agriculture

## HISTORY

Agriculture has been a part of the educational program at Southern Illinois University since 1913 when a Department of Agriculture was organized to provide instruction in agricultural courses in the institution's teacher training program. At about the same time the first part of the University's experimental farm, a sixty-acre tract now used for campus purposes, was purchased.

The department continued to be a small teaching unit from the time of its organization until 1946 when additional agriculture faculty members were employed. Growth in staff and facilities has been more rapid since 1950, permitting the addition of more technical courses in agriculture.

In 1953 the Division of Rural Studies was established and on July 1, 1955, the division was redesignated as the School of Agriculture. At the same time the school was authorized to grant the Bachelor of Science in Agriculture degree. The school's four academic departments were established in 1957. In 1958, the Departments of Agricultural Industries, Animal Industries, and Plant Industries were approved to offer the Master of Science degree.

## OBJECTIVES

The objectives of the School of Agriculture are to encourage better use of agricultural land, labor, and capital for the general welfare of the nation and its people; to help industries and service agencies closely related to agriculture; and to support the general University aim of establishing physical facilities and providing the necessary program for developing and bettering human life, with special emphasis upon the Southern Illinois area and its people.

To carry out these objectives the School of Agriculture strives to

educate by providing high-quality instruction, to carry on research which will have significance to agriculture in the area, and to offer consultation and service to the people of Southern Illinois in all phases of agriculture and its related occupations.

These activities are performed by the four departments in the school: (1) Agricultural Industries, (2) Animal Industries, (3) Forestry, and (4) Plant Industries.

The school's four-year programs of study lead to a Bachelor of Science in Agriculture degree. More detailed information on programs of study in each of the four departments are presented in succeeding pages of this publication. Programs of graduate study leading to a Master of Science degree are offered by the Departments of Agricultural Industries, Animal Industries, and Plant Industries. For further details see the Graduate School Bulletin.

## FACILITIES

### *NEW AGRICULTURE BUILDING*

A new agriculture building was completed for occupancy during 1957, providing adequate classrooms and well-equipped laboratories for teaching and research. Of functional design, the structure contains twenty-six classrooms, eighteen teaching and research laboratories, and office space for the school's staff and personnel of co-operating agencies. It also provides an auditorium-exhibition hall. Three greenhouses for teaching and research occupy a courtyard.

### *AGRICULTURAL LAND*

The School of Agriculture currently is responsible for the operation of approximately 1,800 acres of land adjacent to the campus for purposes of teaching and research in agriculture. This acreage is administered in the following units: (1) the University Farms; (2) the Illinois Horticultural Experiment Station; (3) the Southern Illinois Co-operative Agronomy Research Center; (4) the U.S.D.A. Co-operative Small Fruits Research Station; and (5) the Test Farms.

#### UNIVERSITY FARMS

The University Farms of the School of Agriculture utilize the major share of the institution's farm land holdings. This area is fully devoted to teaching, research, and demonstration in soils, crops, livestock, dairying,

poultry, and forestry. Facilities include a farm service center for storing and maintaining farm equipment and for dispatching student labor used on the farms; a temporary feed center for preparing and mixing rations for livestock on the University farms; and a number of teaching-research centers.

A poultry center has been in operation since 1953. Present facilities include a service building for egg and poultry handling and supply storage, six houses for brooding and raising poultry used in teaching and experimental programs, and a number of portable shelters for use on the poultry range.

A new dairy center was activated during the spring of 1957. Facilities at the new location include a building which houses a dairy-cattle judging and preparation area, two milking parlors, a milk-handling room, and quarters for student employees; a silo with mechanical feeding equipment; and three pole-type barns—one for hay storage and feeding, one for sheltering the dairy animals, and one for housing calves.

A sheep center was erected during 1957. It includes a masonry-type building which provides feed storage, a sheep judging and animal preparation room, wool-handling facilities, and student workers' quarters; and two metal-covered pole-type barns for sheltering and feeding sheep.

A swine center and a beef-cattle center were constructed in 1958. Both of these teaching and research units include a masonry-type structure containing animal judging and preparation areas and observation facilities, supply storage, and quarters for student employees; and adjacent buildings for sheltering and feeding animals as well as conducting experimental projects.

Adequate flocks and herds are maintained for teaching and research purposes.

#### ILLINOIS HORTICULTURAL EXPERIMENT STATION

The establishment of a co-operative Horticultural Experiment Station at Carbondale was approved December 1, 1949, and was fully activated August 1, 1951, by the University of Illinois and Southern Illinois University. The purpose of the station is to provide facilities for research and demonstration with fruit, vegetable, and ornamental crops.

The station's land area includes a twenty-eight-acre south unit, fifty-five-acre west unit and approximately twenty-five acres for vegetable research. The station headquarters, located on the west unit, includes a combination research-laboratory storage building, a machinery shed, a sash-type greenhouse, a plastic greenhouse, and a propagation cellar. A pond of one and one-half acres provides water for spraying and irrigating.

Projects are conducted on a co-operative basis by personnel of both institutions or independently by personnel of either institution. Specific projects undertaken include breeding and developing varieties adapted to Southern Illinois; testing fruit, vegetable, and ornamental varieties for adaptability to Southern Illinois; studying fundamental problems related to cultural methods; studying rootstock-variety combinations; and providing demonstrations for students and growers.

#### SOUTHERN ILLINOIS CO-OPERATIVE AGRONOMY RESEARCH CENTER

A co-operatively operated Agronomy Research Center at Carbondale was approved December 15, 1953, and fully activated October 27, 1954, by the University of Illinois and Southern Illinois University. The purpose of the station is to provide facilities for soils and crops research and demonstrations. The station includes approximately one hundred acres of land at two locations.

Projects are conducted on a co-operative basis by personnel of both institutions, or independently by personnel of either institution. Studies are conducted to develop acceptable varieties of field and forage crops, emphasizing their adaptability to Southern Illinois; and to seek answers to fundamental problems in the management of soils and the culture of crops. Demonstrations are developed for observation by students and other interested persons.

#### U.S.D.A. CO-OPERATIVE SMALL FRUITS RESEARCH STATION

A co-operatively operated Small Fruits Research Station at Carbondale was approved October 6, 1958, and activated in March, 1959, by the United States Department of Agriculture, Agricultural Research Service, Crops Research Division, and Southern Illinois University. The purpose of the station is to provide facilities for research investigations on breeding, production and disease control of strawberries, blueberries, brambles, and other small fruits.

The station includes fifty acres of suitable land, and will be serviced from an irrigation pond, shop, machine storage, and field laboratory space provided on immediately adjacent acreage. When completed the pond for irrigation will have a capacity of approximately fifteen million gallons.

Details of the co-operative work are jointly planned and conducted and the research and investigational work shall be for the benefit of the entire fruit industry in Illinois and elsewhere in the United States.

#### TEST FARMS

The first three of a series of five proposed units, known as Test Farms,

have been activated by the School of Agriculture since late 1956. Aimed at being representative of desirable Southern Illinois agricultural operations, each of the Test Farms has a different kind or combination of farming enterprises. Each serves as a family farm commercial unit, that provides experimental data for farm-management research and teaching.

The activated Test Farms are a dairy-broiler farm, deriving income from grade A milk and broilers; a steer-hog farm with the principal farm business being market hogs and steers; and a part-time laying flock-sheep farm, a unit of small acreage on which the farm operator supplements income from full-time off-farm work.

## ADMISSION

As pre-college preparation of high school students for the study of agriculture at Southern Illinois University, the School of Agriculture recommends that the following be included: four units of English; two to four units of mathematics (algebra, geometry, advanced mathematics); two to three units of social studies; and two to three units of science (biology, chemistry, physics).

Inquiries concerning admission to the School of Agriculture should be directed to the University's Admissions Office. Application for admission may be made any time during the year. Applications should be initiated at least thirty days in advance of the desired entrance date to permit necessary processing to be completed. High school seniors should apply at the beginning of the last semester of their senior year.

It should be remembered that the writeups from page 7 to page 10 are merely summaries of the subject in question. For full and complete details, the prospective student should address the General Publications Office for a copy of the General Information Bulletin.

## TUITION AND FEES

At the present time legal residents of Illinois registered for more than eight hours pay a total of \$61.50 per quarter. This includes \$42.00 tuition, a \$5.00 book rental fee, a \$5.00 student union building fund fee, and a \$9.50 student activity fee. Out-of-state students pay an additional \$50.00 tuition, or a total of \$111.50. Students registered for eight hours or fewer

pay one-half tuition, one-half book rental fee, and full student union building fund fee, and have the option of paying the student activity fee.

## ADVISEMENT

Advisement is given by School of Agriculture faculty members in the University Student Advisement Center. In addition, each student in the school will be assigned an agriculture faculty counselor to assist in selecting a major and elective courses and in other academic and vocational matters.

## FINANCIAL ASSISTANCE

The financial assistance program at Southern has been organized so that it may function as an integral part of the total educational experience of the student. In so far as possible, an attempt is made not only to assist needy and deserving students with their financial obligations, but also to contribute to their general development and learning experience.

The program of financial assistance includes scholarships, awards, prizes, private agency awards, grants-in-aid, and student loan funds.

The comparative limitation of such forms of assistance in terms of both number and amount available makes it inadvisable for an undergraduate student to expect to meet all University expenses from such means.

Some of the scholarships and awards available to agriculture students at Southern are as follows:

Southern Illinois University Scholarship and Activity Awards covering tuition.

Sixty Sahara Coal Company Awards in forestry for forestry students, cash grant equivalent to tuition and fees for one year. The total number is distributed over a four-year period, beginning with the 1957-58 school year.

Illinois Poultry Improvement Association Award.

Prairie Farmer Publishing Company Scholarship in Agricultural Journalism.

W. V. Jeans Memorial Award for Farm Equipment Retailing.

These scholarships and awards are administered by the University's Scholarship and Loans Committee and are awarded in accordance with the terms of the respective grants.

In addition to the above, students in the School of Agriculture may use State Teacher Education Scholarships, covering tuition and activity fee, provided they include in their curricula courses satisfying state teacher certification requirements. Illinois State Scholarships awarded on the basis of competitive examinations for high school seniors may also be used by students in the School of Agriculture.

More detailed information about these and other awards is contained in the General Information Bulletin, or may be obtained by writing to the Financial Assistance Center, Office of Student Affairs.

## EMPLOYMENT OPPORTUNITIES

The Student Work Office assists students in obtaining employment to defray a portion of their educational expenses as well as to gain experience while working. Since it is impossible to guarantee work to every student, those who expect to earn a part of their expenses, and who do not have definite appointments to positions before coming to college, should have means to support themselves for at least three months.

Much of the work on the University's farms and in agricultural laboratories is done by student labor.

The Student Work Office also assists students in obtaining off-campus jobs and full-time summer jobs.

The various departments in the School of Agriculture also assist in placing students in summer trainee programs in both private and governmental agencies.

## HOUSING

Southern Illinois University maintains University-owned housing for single men and women, co-operative apartments for men, and apartments for families. Students who wish to live in University housing should make application early. Application forms may be obtained at the Housing Center located in the Office of Student Affairs. Admission does not assure University housing. For the school year of 1958-59, room and board are \$666.00 per academic year (\$222.00 per quarter). There are a limited number of rooms available at \$135.00 to \$162.00 per academic year (\$45.00 to \$54.00 per quarter).

In addition to University housing a number of the students enrolled at Southern live in private homes in the city of Carbondale or in surrounding areas. Lists of available rooms for men, women, and married couples are

maintained in the Housing Center. Units meeting the University's minimum housing requirements are noted. These rooms should be rented only after personal inspection. Room rent for off-campus housing ranges from \$4.00 to \$6.00 per week.

## STUDENT ORGANIZATIONS

In addition to the opportunity of participating in a wide variety of recreational, religious, social, and special interest organizations at Southern Illinois University, students in the School of Agriculture find the opportunity for expression and growth in a number of voluntary groups sponsored by the school.

Each department has one or more special interest clubs appealing primarily to students in those phases of agriculture emphasized in the respective departments. The organizations meet periodically for programs of an educational, social, or recreational nature and sponsor special events and activities during the year.

An Agricultural Honorary Fraternity was established in the Spring of 1959. Members are elected on the basis of scholastic standing and personal qualities which indicate promise of leadership and professional achievement.

## GENERAL BACHELOR'S DEGREE REQUIREMENTS

Each candidate for the Bachelor of Science in Agriculture degree must satisfy the general degree requirements for all schools and colleges at Southern Illinois University. These include the following:

1. Completion of 192 hours of credit approved courses.
2. At least 64 hours in senior college courses, of which 48 must be earned in residence at Southern.
3. A "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work.
4. A "C" average in the major subject.
5. In case of transfer students, meeting of the "C" average requirements for the credit made at Southern as well as for the total record.
6. Course requirements in social studies, humanities, biological sciences, physical sciences, practical arts and crafts, physical education, and air science. The specific requirements are presented in detail in the General Information Bulletin and are not presented again here because most of the agriculture curricula either require more than the minimum

in several of these areas or specify certain courses be taken where options are permitted. Agriculture students will satisfy these requirements as they satisfy the course requirements of the various curricula listed later in this bulletin.

In addition to the above, each candidate must fulfill the minimum requirements listed in the suggested curriculum in general agriculture or in one of the departmental curricula listed later in this bulletin. Every curriculum in the School of Agriculture requires a student to take a minimum of one course in each of four of the five following fields: plant industries, animal industries, agricultural economics, agricultural engineering, and forestry.

Several courses in the School of Agriculture involve field laboratory trips to nearby markets, processing plants, and farms. Individual student expenses are borne by the registrant. An effort has been made to indicate the specific courses involving field trip costs. The school reserves the right to require field trips in courses where this fact has not been specifically indicated.

## PROGRAMS OF INSTRUCTION

The Master of Science degree may be earned in the Graduate School with the following majors in the School of Agriculture: Agricultural Industries (Agricultural Economics), Animal Industries, Plant Industries.

The Bachelor of Science degree may be earned in the School of Agriculture with the following majors: Agriculture (General), Agricultural Industries, Animal Industries, Forestry, Plant Industries, Vocational Agriculture.

The pre-professional programs offered in the School of Agriculture include Pre-Veterinary Science (where emphasis on agriculture is desired), Pre-Dairy Technology, Pre-Agricultural Engineering.

Students who are candidates for the Bachelor of Science in Agriculture degree may select the curriculum in general agriculture which provides preparation for work in the over-all field. Students wishing to specialize may choose an appropriate curriculum in the Departments of Agricultural Industries, Animal Industries, Forestry, or Plant Industries, or may choose one of the pre-professional curricula.



# Instructional Units

## AGRICULTURE, GENERAL

The general agriculture curriculum is intended for students seeking a broad background in the field of agriculture. Also, the general agriculture curriculum is probably best for those students undecided in their vocational choice. This curriculum provides for maximum selection of courses within all departments of the school and also in other departments of the University. Students will have the basic preparation for many of the careers in



agriculture: general farming, agricultural services, agricultural communications, agricultural business, agricultural industry, and agricultural and biological science.

Students initially enrolled in general agriculture may later transfer to specialized departmental curricula or may continue with the general agriculture curriculum and select courses in the various fields.

### *SUGGESTED CURRICULUM IN AGRICULTURE, GENERAL*

Non-Agricultural Courses Required	Hours
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Art 120 or Music 100	3
Botany 101	5
Zoology 100 or Microbiology 100 or 301	4-5
Chemistry	8
Mathematics	4-5
Economics 205	5
Geography, history, government, sociology (work in three fields required)	15
Speech 101	4
Health Education 100	4
Physical education activity courses	6
Air science	6
Total hours of required non-agricultural courses	79-81
Agricultural Courses Required	
Agricultural Industries 114, 350, or 354	4-5
Animal Industries 105, 125, or 231	4
Animal Industries 315	4
Plant Industries 209 or 264	4-5
Plant Industries 301	4
Forestry or agricultural engineering	2-4
Additional courses in agricultural industries	7
Additional courses in animal industries	7
Additional courses in plant industries	7
Total hours of required agricultural courses	43-47
Additional agricultural electives	7-13
(Total of 60 hours in agriculture)	
Free electives	51-53
Total hours for a bachelor's degree	192

AGRICULTURAL INDUSTRIES

Professor W. E. Keepper, Ph.D. (Cornell)	1950
Professor Renzo E. Muckelroy, M.S. (Wisconsin), Emeritus (1945)	1911
Professor Walter J. Wills, Ph.D. (Illinois), Chairman	1956
Associate Professor Ralph Albert Benton, Ph.D. (Illinois)	1956
Associate Professor William McDaniel Herr, Ph.D. (Cornell)	1957
Associate Professor John James Paterson, M.Sc. (Saskatchewan)	1957
Assistant Professor Henrik Joakim Aune, Ph.D. (Minnesota)	1958
Assistant Professor Milton Shute, M.S. (Cornell)	1955
Assistant Professor Eugene S. Wood, Ed.D. (Missouri)	1949
<hr/>	
Visiting Professor O. C. Stine, Ph.D. (Wisconsin)	1958-1959
Visiting Professor Herman Haag, Ph.D. (Cornell)	1959-1960

The Department of Agricultural Industries provides instruction, research, demonstration, and consultation in the fields of agricultural economics, agricultural education, and agricultural engineering.

In agricultural economics, courses are offered in the following fields:



*A vocational agriculture student teacher explains welding to two students in an area high school.*

farm management, farm credit, agricultural prices, agricultural marketing, agricultural co-operatives, and farm policy.

In agricultural education, completion of a four-year program leads to certification as a teacher of vocational agriculture. Courses in both the School of Agriculture and the College of Education are included.

Courses are offered in the four fields of agricultural engineering: rural electrification, farm power and machinery, farm structures, and soil and water engineering. The suggested curriculum in this department leads to an agricultural degree with emphasis on engineering aspects of agriculture. A special program is available to train farm machinery specialists for positions requiring managerial ability for dealer services and sales work.

### *SUGGESTED CURRICULUM IN AGRICULTURAL ECONOMICS*

Non-agricultural courses required	Hours
English 101, 102, 103	9
English 205, 206, 209, 211, 212, (two of the five)	6
Art 120 or Music 100	3
Botany 101	5
Zoology 100 or Microbiology 100 or 301	4-5
Chemistry	8
Mathematics 106 or 111	4-5
Mathematics 120 or Economics 307	4
Economics 205 and 206	9
Geography, history, government, sociology (work in three fields required)	15
Speech 101	4
Health Education 100	4
Physical education activity courses	6
Air science	6
Psychology 201	4
Business Administration 250	4
Total hours of required non-agricultural courses	95-97
Agricultural courses required	
Animal Industries 105, 125, or 231	4
Animal Industries 315	4
Plant Industries 209, 264, or 360	4-5
Plant Industries 301	4
One agricultural engineering course	3-4

SCHOOL OF AGRICULTURE	17
Agricultural Industries 114	4
Agricultural Industries 350	5
Agricultural Industries 354	4
Agricultural Industries 414	4
Agricultural Industries 456	3
Total hours of required agricultural courses	39-41
Two courses from the following: Agricultural Industries 351, 450, 452, 457, 458	8
Agricultural electives (Total of 60 hours in agriculture)	13-11
Free electives	37-35
Total hours for a bachelor's degree	192

### *SUGGESTED CURRICULUM IN VOCATIONAL AGRICULTURE*

Non-agriculture courses required	Hours
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Art 120 or Music 100	3
English 391*	3
Botany 101 and Zoology 100	10
Chemistry 111, 112, 305 or Chemistry 110, 240, 230 or 350	12-14
Geology 220	5
Mathematics 111	5
Economics 205	5
History 201 or 202	5
Government 101	5
Sociology 101 or Geography 100	5
Speech 101	4
Health Education 100	4
Physical education activity courses	6
Air science	6
Psychology 201	4
Education 331	3
Education 355	4
Guidance 305	4
Education 310	4
Total hours of non-agricultural courses	112-114

\* May be omitted if student passes proficiency test.

Agricultural education courses required	
Agricultural Industries 307, 309, 311, and 312	18-19
Agricultural courses required	
Agricultural Industries 114, 350	9
Agricultural Industries 215, 373, and 375	12
Animal Industries 105, 125, 231, 315, and 311 or 312	18-19
Plant Industries 209, 264, 301, and 302, 306, or 407	16-17
Forestry 360	4
Total hours of required technical agricultural courses	59-61
Additional agricultural electives	13-11
(Total of 72 hours in technical agriculture )	
Total hours for a bachelor's degree	202-204

Seventy-two hours of technical agriculture are required of which thirty-six must be taken in residence.

A grade-point average of 3.5 must be earned before student teaching can be done in the senior year.

### *SUGGESTED CURRICULUM IN AGRICULTURAL ENGINEERING*

This program does not lead to a professional degree in agricultural engineering.

Non-agricultural courses required	Hours
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Art 120 or Music 100	3
Botany 101 and Zoology 100	10
Chemistry	8
Mathematics 111	5
Physics 101 and 102	8
Economics 205	5
Geography, history, government, sociology (work in three fields required)	15
Speech 101	4
Health education 100	4
Physical education activity courses	6
Air science	6
Industrial Education 101	4
Total hours required non-agricultural courses	93

Agricultural courses required	
Agricultural Industries 114	4
Plant Industries 209	5
Plant Industries 301	4
Agricultural Industries 303	4
Agricultural Industries 306	2-5
Agricultural Industries 374	4
Agricultural Industries 375	3
Agricultural Industries 376	4
Agricultural Industries 377	4
Agricultural Industries 378	3
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Total hours of required agricultural courses	37-40
One additional course each in animal industries, plant industries, agricultural economics, and additional electives in agriculture (Total of 60 hours in agriculture)	20-23
Free electives	39
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Total hours for a bachelor's degree	192

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 114-4. INTRODUCTION TO AGRICULTURAL ECONOMICS. Agriculture in local and national economy; distribution; size and organization of the farm business units; policies affecting agriculture.
- 214-2. AGRICULTURAL DRAWING. The fundamentals of lettering; use of instruments, orthographic and isometric projections, topographic drawing, and graphic depiction of statistical information.
- 215-4. INTRODUCTION TO FARM STRUCTURES AND ELECTRIFICATION. An introduction to the basic concepts of structures and electricity as they apply to agriculture. Includes farm structures, soil and water structures, and farm electrification.
- 303-4. SURVEYING. Elementary surveying; use of tape, compass, level, and transit, with practice in making simple maps.
- 306-2, 3 or 5. SOIL AND WATER CONSERVATION. (Same as Plant Industries 306.) Factors affecting soil erosion and excessive water run-off, and principles of soil management and water conservation. Practical structural methods of controlling water run-off and soil erosion. Prerequisite: Plant Industries 301.
- 307-2 to 3. SUMMER PRACTICE IN VOCATIONAL AGRICULTURE. An internship with the vocational agriculture teacher in an approved center for practice in summer activities.

- 309-5. **AGRICULTURAL EDUCATION.** Methods of teaching agriculture in secondary schools. Taken concurrently with 312 in a professional quarter. Prerequisites: Psychology 201, Guidance 305, Secondary Education 310, Education Administration and Supervision 331; 48 hours in agriculture.
- 310-4. **GENERAL AGRICULTURE.** A survey of the agricultural field as it relates to the art and science of food and fiber production; problems in livestock and poultry production; soil and water management; and field crops, fruit, and vegetable production. Cannot be used toward major credit in agriculture.
- 311-3. **ADULT EDUCATION IN AGRICULTURE.** Nature and scope of adult education in agriculture; methods of effectively working with adult and young farmer groups.
- 312-8. **STUDENT TEACHING IN VOCATIONAL AGRICULTURE.** Experience in conducting a complete program in vocational agriculture in an approved center. A student must have at least a 3.5 grade-point average before being admitted to this course. Taken concurrently with 309.
- 350-5. **FARM MANAGEMENT.** Measuring profits, principles, and practice in organizing and operating the business. Field trips, approximate cost \$2. Prerequisites: Economics 205, junior standing.
- 351-4. **FARM FINANCIAL MANAGEMENT.** Farm records and accounts as aids in solving financial problems; obtaining and using credit and insurance, budgeting. Prerequisite: 350 or consent of instructor.
- 354-4. **AGRICULTURAL MARKETING.** Marketing outlets for farm products, price determinants, agricultural market efficiency, margins, and costs. Prerequisite: Economics 205.
- 373-3 to 5. **FARM POWER AND MACHINERY.** A basic course to acquaint the student with the principles, operating adjustments, maintenance, and economical use of common farm power units and field machines. Prerequisite: Mathematics 106 or equivalent.
- 374-4. **FARM ELECTRIFICATION.** A study of the more common electrical fundamentals and their application to farmstead needs; factors to consider in the selection and use of specialized electrical equipment and motors. Prerequisite: 215.
- 375-3. **FARM SHOP.** Set-up of the farm workshop; selection, care, and use of tools and machinery for farm repair work; equipment construction. Prerequisite: Mathematics 106 or equivalent.
- 376-4. **TRACTOR MAINTENANCE.** A study of daily and periodical service needs of tractors and on-farm servicing of functional parts. Prerequisite: 373.
- 377-4. **FARM STRUCTURES.** Basic requirements of farm buildings; materials used; elementary principles of design; practical application of these principles. Prerequisite: 215.
- 378-3. **FARM MACHINERY.** Elementary mechanics and principles on which farm machines operate. Selection, operation, maintenance, and storage of farm machines. Prerequisite: 373.
- 381-1 to 2. **AGRICULTURAL SEMINAR.** (Same as Animal Industries 381, Forestry 381, and Plant Industries 381.) Discussions of problems in agriculture. Limited to senior students.

- 390-1 to 8. SPECIAL STUDIES IN AGRICULTURAL INDUSTRIES. Assignments involving research and individual problems.
- 394-3. AGRICULTURAL JOURNALISM. (Same as Journalism 394.) Reporting and writing farm and home news, features; selecting farm photographs.
- 414-4. AGRICULTURAL PROBLEMS AND POLICIES. Recognition of problems and their origins; attempts to solve them. Prerequisite: Economics 205.
- 450-4. ADVANCED FARM MANAGEMENT. Methods of analyzing farm enterprises, comparing farm businesses, allocating farm resources, combinations of enterprises, and production factors. Prerequisite: 350. Field trips.
- 452-4. AGRICULTURAL PRICES. Fluctuations in the general price level, causes and stabilization policies as they affect agriculture. Price determination including the measurement of supply and demand, elasticity, and the theory of price stabilization as applied to agriculture. Prerequisites: Economics 205 and consent of instructor.
- 456-3. AGRICULTURAL CO-OPERATIVES—AGRICULTURAL MARKETING I. Development of the agricultural co-operative movements, agricultural co-operative organization, legal requirements, principles and practices of agricultural co-operative associations. Prerequisites: 354, Economics 205, or consent of instructor.
- 457-4. LIVESTOCK MARKETING—AGRICULTURAL MARKETING II. (Same as Animal Industries 457.) Problems and their solutions in marketing livestock. Field trips to market center to observe operating problems, approximate cost \$5. Prerequisites: 354, Economics 205 or consent of instructor.
- 458-4. GRADING AND MARKETING OF FIELD CROPS—AGRICULTURAL MARKETING III. (Same as Plant Industries 458.) Grading and marketing factors affecting the quality of grain and hay crops; standards employed in their classification and grading in the commercial market; laboratory practice in grading; economic problems and market operations in marketing field crops. Field trips to commercial grain-grading laboratory and marketing center, approximate cost \$5. Prerequisites: 354, Economics 205, Plant Industries 209, or consent of instructor.

Courses on the 500 level are for graduate students only.

- 520-1 to 6. READINGS. Contemporary books and periodicals on selected areas of the field.
- 554-4. ADVANCED AGRICULTURAL MARKETING. Current complex problems in agricultural marketing and methods of developing solutions; co-operative activities. Prerequisite: 12 hours or equivalent in economics and agricultural economics.
- 575-1 to 6. RESEARCH. Directed research in selected areas of agricultural industries.
- 581-1 to 6. SEMINAR. A study and discussion of problems relating to various phases of the field of agricultural industries such as farm management, marketing, prices, farm policy, land economics, etc.
- 599-6 to 9. THESIS.

## ANIMAL INDUSTRIES

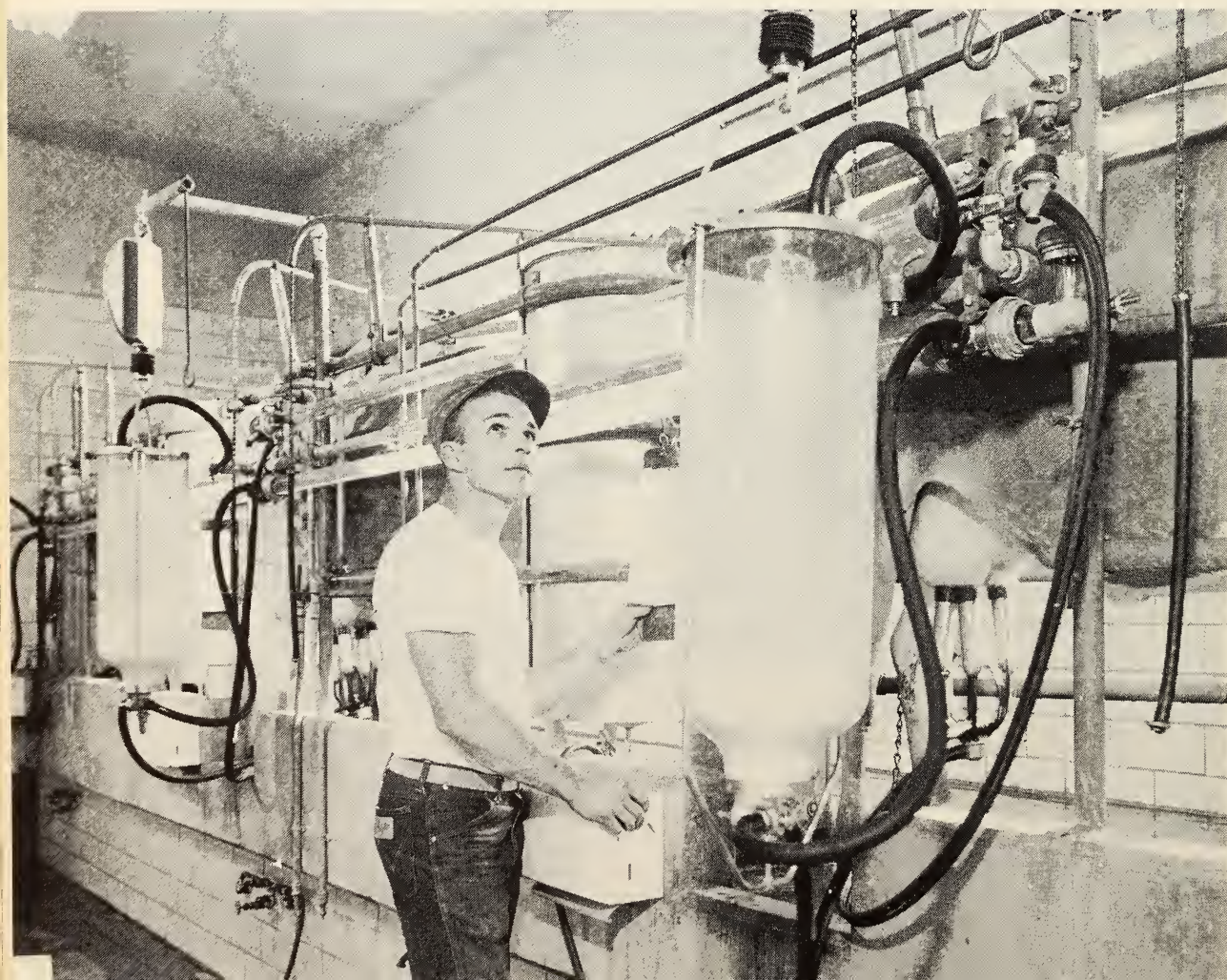
Professor Alex Reed, Ph.D. (Illinois), Chairman	1946
Associate Professor Joseph E. Burnside, Jr., Ph.D. (Wisconsin)	1955
Associate Professor Scott William Hinnens, Ph.D. (Illinois)	1951
Associate Professor W. G. Kammlade, Jr., Ph.D. (Illinois)	1954
Associate Professor Howard H. Olson, Ph.D. (Minnesota)	1954
Assistant Professor Billy L. Goodman, Ph.D. (Ohio State)	1958

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Visiting Professor Gustav Bohstedt, Ph.D. (Wisconsin)	1957-59
Lecturer Marshall G. Clark, M.S. (Illinois), Emeritus (1954)	1947
Research Assistant Howard F. Benson, B.S. (Wisconsin State)	1957
Research Assistant Verle Chappell, B.S. (Purdue) (on leave)	1957
Research Assistant Marvin Moose, B.S. (Illinois)	1958

The Department of Animal Industries provides instruction, research, demonstration, and consultation in the fields of livestock, dairy, and poultry production, pre-veterinary science, and pre-dairy technology. Courses

*Students gain experience in modern animal husbandry.*



are offered in all phases of animal production, animal nutrition, and live-stock management.

Pre-veterinary students may major either in the College of Liberal Arts and Sciences or the School of Agriculture. A pre-veterinary student in agriculture will major in the Department of Animal Industries and should consult with a representative of that department concerning the use of available electives.

The first two years of training as a dairy technologist can be completed by careful selection of approved courses.

The student has opportunity to select courses in other departments in the School of Agriculture or related fields such as business, biology, or physical sciences, thus being able to include in his curriculum the agroeconomic, agricultural economic, and agricultural engineering phases of agriculture or business as related to animal production.

*SUGGESTED CURRICULUM IN ANIMAL INDUSTRIES*

Non-agricultural courses required	Hours
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Art 120 or Music 100	3
Botany 101	5
Zoology 100	5
Microbiology 100 or 301	4-5
Chemistry (Both inorganic and organic)	8
Mathematics	4-5
Economics 205	5
Geography, history, government, sociology (work in three fields required)	15
Speech 101	4
Health Education 100	4
Physical education activity courses	6
Air science	6
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Total hours of required non-agricultural courses	84-86
Agricultural courses required	
Agricultural Industries 114	4
Plant Industries 209	5
Plant Industries 301	4
Animal Industries 105	4
Animal Industries 125	4

Animal Industries 231	4
Animal Industries 315	4
Animal Industries 332	3
One course in forestry or agricultural engineering	2-4
Additional courses in animal industries	29
<hr/>	
Total hours of required agricultural courses	63-65
Free electives	45-41
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Total hours for a bachelor's degree	192

For an agricultural science option in animal industries, the additional hours required in animal industries will be only seventeen providing additional courses are taken in mathematics, physical sciences, and biological sciences to make a total of sixty hours in these fields.

### COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 105-4. ANIMAL HUSBANDRY. Survey of beef cattle, sheep, and hog industries; laboratory work in judging. Field trip, approximate cost \$2.
- 125-4. ELEMENTARY POULTRY PRODUCTION. Brooding and rearing of chicks; housing, feeding, disease control, flock selection, management, and marketing of poultry.
- 231-4. DAIRY HUSBANDRY. Introductory work, including selection, herd improvement, milk secretion, manufacturing of dairy products.
- 311-3. LIVESTOCK JUDGING. Comparative judging of breeding, feeder, and fat livestock. Prerequisite: 105.
- 312-2. DAIRY CATTLE JUDGING. Comparative judging and selection of dairy cattle. Prerequisite: 231.
- 315-4. FEEDS AND FEEDING. Principles of domestic animal nutrition and feeding. Balancing rations. Prerequisite: 105 or equivalent.
- 319-2. HORSES. Types, breeds, selection, use, care, and management of saddle and draft animals. Field trip, approximate cost \$2.
- 321-4. PROCESSING AND GRADING OF POULTRY PRODUCTS. Skills required in price determination, processing, grading, storage, merchandising, and distribution of poultry products. Prerequisite: 125.
- 327-4. HATCHERY AND BREEDING FARM MANAGEMENT. Flock selection, testing, sexing, trade rules and regulations, trap-nesting, wing-banding, incubation, disease control, hatchery-producer agreements, records. Prerequisite: 125.
- 332-3. ANIMAL BREEDING AND GENETICS. An application of physiology of reproduction and modes of inheritance in farm animals. Breeding problems as related to economic production. Prerequisite: 105 or 231, Zoology 100.

- 337-4. ANIMAL HYGIENE. Contagious, infectious, and nutritional diseases and parasites of animals; their prevention and control. Field trip, approximate cost \$3. Prerequisite: 105.
- 381-1 to 2. AGRICULTURAL SEMINAR. (Same as Agricultural Industries 381, Forestry 381, and Plant Industries 381.) Discussions of problems in agriculture. Limited to senior students.
- 390-1 to 8. SPECIAL STUDIES IN ANIMAL INDUSTRIES. Assignments involving research and individual problems. Approval of department chairman required.
- 415-4. ANIMAL NUTRITION. Physical and chemical properties of nutrients; principles involved in determination of nutritive requirements. Prerequisite: 315.
- 420-4. COMMERCIAL POULTRY PRODUCTION. Broilers, layers, and turkeys as adapted to poultry speciality farms. Field trips, approximate cost \$4. Prerequisite: 125.
- 423-3. POULTRY NUTRITION. A study of nutrients, vitamins, chemical and biological analysis as related to production. Ration requirements and formulation, methods and economics of feeding. Prerequisites: 125, 315.
- 430-4. DAIRY PRODUCTION. Milk production; feeding, breeding; calf raising; records, buildings and equipment; sanitation; and diseases. Field trip, approximate cost \$2. Prerequisites: 231, 315.
- 431-4. REPRODUCTION AND ARTIFICIAL INSEMINATION OF FARM ANIMALS. Physiology of reproduction and modes of inheritance in farm animals. Breeding problems and systems of breeding as related to economic production. Prerequisites: 105 or 231, Zoology 100.
- 433-3. FEEDING DAIRY CATTLE. Nutrient requirements of dairy cattle. Feeding calves and heifers for commercial growth, and cows for economical milk production. Pasture, hay, and silage utilization in milk production. Prerequisites: 231, 315.
- 457-4. LIVESTOCK MARKETING—AGRICULTURAL MARKETING II. (Same as Agricultural Industries 457). Problems and their solution in marketing livestock. Field trip to market center to observe operating problems, approximate cost \$5. Prerequisites: Economics 205, Agricultural Industries 354, or consent of instructor.
- 465-5. SWINE PRODUCTION. Breed selection, breeding, feeding, management, and marketing of swine. Field trip, approximate cost \$3. Prerequisites: 105, 315.
- 475-4. APPLIED PHYSIOLOGY OF FARM ANIMALS. Consideration of physiology and anatomy as applied to livestock production. Prerequisites: 105, organic chemistry.
- 480-4. SHEEP PRODUCTION. Breeding, feeding, and management of sheep. Field trip, approximate cost \$3. Prerequisites: 105, 315.
- 485-4. BEEF PRODUCTION. Breeding, feeding, and management of beef and dual-purpose cattle. Field trip, approximate cost \$3. Prerequisites: 105, 315.
- 486-4. THE RANGE LIVESTOCK INDUSTRY. A course designed to acquaint advanced animal industries students with range livestock operations; consists of full-time classroom review of beef cattle and sheep production followed by a two- to three-week field trip throughout the range area; cost shared by students. Prerequisites: 480, 485. Summer only.

- 487-3. COMMERCIAL LIVESTOCK FEEDING. Consideration of principles and problems in fattening beef cattle and sheep for market. Field trip, approximate cost \$3. Prerequisites: 105, 315.

Courses on the 500 level are for graduate students only.

- 505A-5, 505B-2. RESEARCH METHODS IN AGRICULTURAL SCIENCE. Training and experience in designing experiments and use of various techniques in agricultural research. Prerequisite: consent of instructor.
- 520-1 to 6. READINGS IN ANIMAL INDUSTRIES. Directed reading in specialized fields under direction of approved graduate specialists in that field.
- 525-4. ADVANCED POULTRY PRODUCTION. Study and interpretation of the objectives, design, and results of research in poultry feeding, breeding, and management.
- 530-4. ADVANCED DAIRY PRODUCTION. Study and interpretation of research in dairy farming, including buildings, herd management, quality milk production, and dairy marketing problems.
- 565-4. ADVANCED SWINE PRODUCTION. Study and interpretation of research in swine feeding, breeding, housing, management, and marketing problems.
- 575-1 to 6. INDIVIDUAL RESEARCH. Investigation of a problem in animal science under the supervision of an approved graduate specialist in that field.
- 580-4. ADVANCED SHEEP AND WOOL PRODUCTION. Consideration of research findings in sheep and wool production problems.
- 581-1 to 6. SEMINAR. Presentation and discussion of problems relating to various phases of animal industries.
- 585-4. ADVANCED BEEF PRODUCTION. Consideration of principles and practices in beef cattle production in the light of research findings.
- 599-6 to 9. THESIS.

## FORESTRY

Professor Ronald I. Beazley, Ph.D. (Purdue University)	1959
Professor Neil W. Hosley, Ph.D. (Michigan), Chairman	1958
Associate Professor John F. Hosner, Ph.D. (State University of New York)	1950
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Adjunct Professor Stephen S. Boyce, Ph.D. (North Carolina State College)	1957
Adjunct Professor Leon S. Minckler, Ph.D. (State University of New York)	1954
Adjunct Professor Robert W. Merz, M.F. (Minnesota)	1956
Visiting Professor Charles E. Behre, M.F. (Yale)	1958-1959
Visiting Professor James F. Dubuar, M.F. (Michigan)	1958-1959



*A forestry student uses a staff compass to establish base lines in working out a laboratory problem to compute forest acreage.*

The Department of Forestry provides instruction, research, and consultation in the fields of forest production and utilization. The department's four-year curriculum leads to a Bachelor of Science in Agriculture degree making provisions for basic training of students planning forestry as a professional career.

The forestry student's freshman and sophomore years at Southern Illinois University are devoted primarily to studies of basic sciences, such as mathematics, chemistry, botany, physics, and zoology; and other cultural-foundational courses, such as English, history, and economics. Most of the technical forestry courses are provided in the junior and senior years. One spring quarter of practical field courses also is required. A student during this period will live in the field and will have to pay the living expenses involved.

The Crab Orchard Wildlife Refuge, the Shawnee National Forest, the Union County Tree Nursery and Forest, and the Kaskaskia Experiment Forest comprising several hundred thousand acres of forest land are all in the vicinity of the University. These lands are available for use by the forestry department for teaching and research. Also available for wood utilization, teaching, and research is a wood products pilot plant located on the Southern Acres Campus near Carbondale.

In addition, the fifteen research foresters of the U.S. Forest Service's Carbondale Forest Research Center are housed adjacent to the forestry department and help to enrich Southern's forestry program.

### *SUGGESTED CURRICULUM IN FORESTRY*

Non-agricultural courses required	Hours
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Art 120 or Music 100	3
Botany 101, 320	10
Zoology 100, 463	9
Chemistry 110, 230, 240 or 111, 112, 305	12
Geology 220	5
Mathematics 111, 112	10
Physics 101	4
Economics 205	5
Geography, history, government, or sociology (work in three fields required)	15
Speech 101	4

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SCHOOL OF AGRICULTURE	29
Health Education 100	4
Physical education activity courses	6
Air science	6
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	107
Agricultural courses required	
Agricultural Economics	4
Agricultural Industries 214	2
Agricultural Industries 303	4
Plant Industries 301	4
Forestry 104	3
Forestry 221	3
Forestry 222	3
Forestry 320	4
Forestry 330	4
Forestry 363	4
Forestry 364	4
Forestry 365	3
Forestry 370	4
Forestry 375	4
Forestry 306 )	3
Forestry 331 )	2
Forestry 340 )	3
Forestry 350 ) Spring camp, preferably sophomore year	2
Forestry 362 )	3
Forestry 367 )	3
	<hr/>
Total required agriculture hours	66
Forestry electives	6
Free electives	13
	<hr/>
Total hours for a bachelor's degree	192

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

104-3. INTRODUCTION TO FORESTRY. Designed to acquaint students with the broad field of forestry. Special emphasis is given to forestry as a career. Field trips, approximate cost \$5. For forestry majors or with instructor's consent.

- 221-3. **HARDWOOD DENDROLOGY.** Field study, identification and classification, and elementary silvics of hardwood trees. Field trips, approximate cost \$3. Prerequisite: Botany 101.
- 222-3. **SOFTWOOD DENDROLOGY.** Field study, identification and classification, and elementary silvics of softwood trees. Field trips, approximate cost \$2. Prerequisite: Botany 101.
- 230-2. **LUMBER GRADING.** The study and practice of applying National Hardwood Rules, Southern Pine Rules, and West Coast Rules in grading lumber. Tally methods and grading for special products are also covered. Grading rules, approximately \$1.50.
- 306-3. **SILVICAL FIELD STUDIES.** The forest as a result of site and biotic factors. Influences of the forest on the site.
- 320-4. **WOOD TECHNOLOGY.** Structure, identification, and physical properties of wood. Prerequisite: Botany 101.
- 330-4. **LOGGING AND MILLING.** Principles of harvesting and manufacturing forest products. Field trips, approximate cost \$4.
- 331-2. **UTILIZATION STUDIES.** Utilization practices in hardwood timber types.
- 340-3. **FOREST FIRE CONTROL.** The causes and effects of forest fires; factors affecting occurrence, intensity, and spread of fires; beneficial effects of fires. Field trips, approximate cost \$2.
- 350-2. **FOREST RECREATION.** Recreational use of forest lands with emphasis on parks and national forests. Administration; interpretation; trends in use and developments.
- 360-4. **FARM FORESTRY.** The management of farm woodlands; measurement of logs, trees, and stands; planting and harvesting methods; improvement cuttings; uses and marketing of woodland products. Field trips, approximate cost \$2.
- 361-4. **FOREST CONSERVATION.** The importance and use of forests, their management and conservation, public forest policy. Not to be taken by students majoring in agriculture. Field trips, approximate cost \$2.
- 362-3. **FIELD MENSURATION.** Timber cruising, log scaling, and growth studies.
- 363-4. **FOREST MENSURATION.** Methods and principles of measuring contents of trees, stands of timber, and rough wood products. Application of yield tables and growth studies. Field trips, approximate cost \$2. Prerequisite: Mathematics 111.
- 364-4. **PRINCIPLES OF SILVICULTURE.** The influence of site factors on the reproduction, growth, development, and characteristics of forest vegetation; the effect of forest cover on the site. Field trips, approximate cost \$5. Prerequisite: 104, Botany 101.
- 365-3. **PRACTICE OF SILVICULTURE.** The theory and practice of applying silvical knowledge in controlling establishment, composition, and growth of forest stands. Field trips, approximately \$5. Prerequisite: 364.
- 366-3. **REGIONAL SILVICULTURE.** Applied systems of silviculture and commercially important timber species and types in the U.S. Prerequisites: 364, 365.
- 367-3. **FIELD SILVICULTURE.** Exercises in planting, weeding, thinning, pruning, and improvement cuttings.

- 370-4. FOREST ECONOMICS. Economics of the production of forest goods and services. Emphasis on principles and methods of analysis most useful in making economic decisions and in understanding economic activity. Prerequisite: Economics 205.
- 375-4. FOREST MANAGEMENT. Economic and technical principles involved in managing forests. Prerequisites: 364, 365, 370.
- 381-1 to 2. AGRICULTURAL SEMINAR. (Same as Animal Industries 381, Agricultural Industries 381, and Plant Industries 381.) Discussion of problems in agriculture. Limited to senior students.
- 390-1 to 8. SPECIAL PROBLEMS IN FORESTRY. Assignments involving research and individual problems in forestry.



*Forestry students get field training in "cruising" timber under the guidance of an instructor.*

## PLANT INDUSTRIES

Professor Alfred Byron Caster, Ph.D. (Arizona), Chairman	1957
Professor Lloyd V. Sherwood, Ph.D. (Illinois)	1959
Associate Professor William T. Andrew, Ph.D. (Michigan State)	1950
Associate Professor James B. Mowry, Ph.D. (Rutgers)	1951
Associate Professor Herbert L. Portz, Ph.D. (Illinois)	1954
Associate Professor Lowell R. Tucker, Ph.D. (Massachusetts)	1947
Associate Professor Joseph P. Vavra, Jr., Ph.D. (Purdue)	1951
Assistant Professor Irvin George Hillyer, Ph. D. (Michigan State)	1956
<hr/>	
Adjunct Professor Ronald H. Meyer, M.S. (Illinois)	1957
Research Associate D. R. Browning, M.A. (Missouri)	1957
Research Assistant Charles W. Lobenstein, M.S. (Southern Illinois)	1958



*Students check the comparative heights of corn growing on various plots in deep tillage and deep fertilizer placement experiments at the Southern Illinois Co-operative Agronomy Research Center operated by Southern Illinois University and the University of Illinois.*

The Department of Plant Industries provides instruction, research, demonstration, and consultation in the fields of production and utilization of fruits, vegetables, grain and forage crops, and ornamentals; and in the field of soils and soil management.

Courses offered are in all phases of intensive and extensive crop production, soils, soil conservation and fertilization, weed control, and related subjects.

The student has ample opportunity to select courses in other departments in the School of Agriculture or related fields such as business, biology, or physical sciences, and thus is able to include in his curriculum the animal, agricultural economic, agricultural engineering, and forestry phases of agriculture or business as related to crop production and utilization.

### *SUGGESTED CURRICULUM IN PLANT INDUSTRIES*

Non-agricultural courses required	Hours
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Art 120 or Music 100	3
Botany 101	5
Zoology 100 or Microbiology 100 or 301	4-5
Chemistry (including inorganic and organic)	12
Geology 220	5
Mathematics (two quarters) or mathematics and physics (one quarter each)	8-10
Economics 205	5
Geography, history, government, sociology (work in three fields required)	15
Speech 101	4
Health Education 100	4
Physical education activity courses	6
Air science	6
Total hours of required non-agricultural courses	92-95
Agricultural courses required	
Plant Industries 209	5
Plant Industries 264	4
Plant Industries 301	4
Total required plant industries courses	13
Plant industries electives	23

Agricultural electives from four or more of the following five fields: agricultural economics, agricultural engineering, animal industries, forestry, plant industries. (Total of 60 hours in agriculture)	24
Free electives	40-37
Total hours for a bachelor's degree	192

For an agricultural science option in plant industries, a total of forty-eight hours in agriculture is required providing additional courses are taken in mathematics, physical sciences, and biological sciences to make a total of sixty hours in these fields.

### COURSE DESCRIPTIONS

Courses on the 100, 200 and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

209-3 to 5. FIELD CROP PRODUCTION. Principles of growth and production of common field crops: cereals, forages, and miscellaneous crops; growth characteristics; adaptation; improvement; culture; diseases and insects and their control; utilization. Field trip to be arranged, approximate cost \$5. Prerequisite: Botany 101.

264-4. GENERAL HORTICULTURE. General principles of plant propagation, vegetable growing, fruit growing, landscape gardening, and floriculture. Field trip, approximate cost \$3.

301-4. SOIL SCIENCE. Basic concepts of soil formation, classification, characteristics, fertilization, and management. Field trips, approximate cost \$2. Prerequisite: one term of chemistry.

302-4. ADVANCED SOIL SCIENCE. The application of basic concepts of soil physics, chemistry, and fertility to plant production. Prerequisite: 301.

304-3. LANDSCAPE GARDENING. Land selection, landscape design and development for home, farm, and public sites with regard to area adaptation. Field trips, approximate cost \$2.

305-3. SOIL CONSERVATION. A course dealing with the management of soil in a manner to conserve topsoil and remedial procedures under conditions of erosion. Not to be taken by students majoring in agriculture. Offered as workshop only. Field trips, approximate cost \$2.50.

306-2, 3 or 5. SOIL AND WATER CONSERVATION. (Same as Agricultural Industries 306.) Factors affecting soil erosion and excessive water run-off, and principles of soil management and water conservation. Practical structural methods of controlling water run-off and soil erosion. Prerequisite: 301.

308-3. ADVANCED CROP PRODUCTION. Principles of crop science applied

- to complete soil-crop management systems. Ecological and physiological aspects and cultural practices will be covered. Prerequisite: 209.
- 315-4. **PLANT GENETICS.** (Same as Botany 315.) A general course involving principles of evolution and genetics of plants. Prerequisite: minor in agriculture, botany, or zoology.
- 316-4. **SMALL FRUITS.** Production of strawberries, brambles, grapes, and miscellaneous small fruits. Prerequisites: 264, Botany 101, or permission of instructor.
- 318-3. **WEEDS AND THEIR CONTROL.** Weed identification and distribution; methods of dissemination and reproduction. Cultural, biological, and chemical control of weeds with a study of regulatory legislation relating to biological and chemical methods. A survey of the common weeds of the Midwest. Field trips, approximate cost \$2. Prerequisites: Botany 101 and 102 or Plant Industries 209.
- 324-4. **ORCHARDING.** Commercial tree fruit growing, physiology, orchard practices, pest control, harvesting, and marketing. Field trips, approximate cost \$2. Prerequisites: 264, Botany 101.
- 334-4. **PRESERVATION AND PROCESSING OF AGRICULTURAL PRODUCTS.** Commercial canning, freezing, drying, and fermentation of foods. Field trips, approximate cost \$5.
- 340-4. **COMMERCIAL VEGETABLE PRODUCTION.** Culture, harvesting, and marketing of commercial vegetables. Field trips, approximate cost \$3. Prerequisites: 264, Botany 101.
- 344-4. **GENERAL FLORICULTURE.** Propagation, culture, and uses of flowering plants in the home and garden. Field trips, approximate cost \$3. Prerequisite: Botany 101.
- 355-5. **PLANT PATHOLOGY.** (Same as Botany 355.) A study of plant diseases caused by fungi, bacteria, and viruses. Special attention given diseases of Southern Illinois plants. Field trips, approximate cost \$3.00. Prerequisites: Botany 101, 202, 301, or approval of instructor.
- 360-4. **VEGETABLE GARDENS AND SOILS.** Garden sites, soils and fertilizers, plant growing structures, varieties, cultural practices, pest control, harvesting and storing. Not to be taken by students majoring in agriculture. By extension only.
- 381-1 to 2. **AGRICULTURAL SEMINAR.** (Same as Agricultural Industries 381, Animal Industries 381, and Forestry 381). Discussion of problems in agriculture. Limited to senior students.
- 390-1 to 8. **SPECIAL STUDIES IN PLANT INDUSTRIES.** Assignments involving research and individual problems. Approval of department chairman required.
- 401-3. **SOIL PHYSICS.** Physical properties of the soil; factors affecting them, their measurements, evaluation, and influence in determination of soil productivity. Prerequisite: 301.
- 407-3. **FERTILIZERS AND SOIL FERTILITY.** The uses of fertilizer materials; effects of various fertilizers on soils and crops; fertility maintenance and soil management. Prerequisite: 301.
- 419-4. **FORAGE CROP MANAGEMENT.** Forage production and utilization; forage crop characteristics, breeding, and ecology; grasslands as related to

- animal production, soil conservation, crop rotation, and land use. Prerequisite: 209.
- 424A-3. SOIL MICROBIOLOGY. (Same as Microbiology 424A.) A study of the numbers, characteristics, and biochemical activities of soil microorganisms, with particular consideration of their role in the transformations of organic matter, nitrogen, and minerals as related to soil fertility and management. Prerequisite: Botany 101.
- 424B-2. SOIL MICROBIOLOGY LABORATORY. (Same as Microbiology 424B.) Experiments designed to determine numbers, and to study the characteristics and biochemical activities of the soil microflora as related to fertility. Prerequisites: 424A, Microbiology 100 or 301.
- 438-3. ADVANCED VEGETABLE CROPS. Influence of environment, growth regulators, breeding, nutrition, crop rotation. Prerequisites: 264, Botany 101.
- 440-3. PLANT PROPAGATION. Fundamental principles of asexual and sexual propagation of horticultural plants. Actual work with seeds, cuttings, grafts, and other methods of propagation. Prerequisites: 264, Botany 101, or approval of the instructor.
- 458-4. GRADING AND MARKETING OF FIELD CROPS—AGRICULTURAL MARKETING III. (Same as Agricultural Industries 458.) Grading and marketing factors affecting the quality of grain and hay crops; standards employed in their classification and grading in the commercial market; laboratory practice in grading; economic problems and market operations in marketing field crops. Field trips to commercial grain grading laboratory and marketing center, approximate cost \$5. Prerequisites: 209, Economics 205.

Courses on the 500 level are for graduate student only.

- 520-1 to 6. READINGS. Contemporary books and periodicals on selected subjects within the fields of the plant industries.
- 575-1 to 6. RESEARCH. Directed research on approved projects investigating selected fields of the plant industries.
- 581-1 to 6. SEMINAR. Group discussions of, and individual papers on, subjects and problems relating to soils, field and horticultural crops, and other phases of the fields of the plant industries.
- 599-6 to 9. THESIS.

#### PHOTOGRAPHS

Acknowledgment is made to Albert Meyer for the photographs on pages 13, 15, 22, 27, 31, 32, and to the Photographic Service for the photograph on page x.



## *Southern Illinois University Foundation*

The Southern Illinois University Foundation is a nonprofit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills and suitable forms for gifts and memorials, including bequests by means of life insurance. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

The present officers of the Foundation are:

Mr. Everett Prosser, *President*, Carbondale.

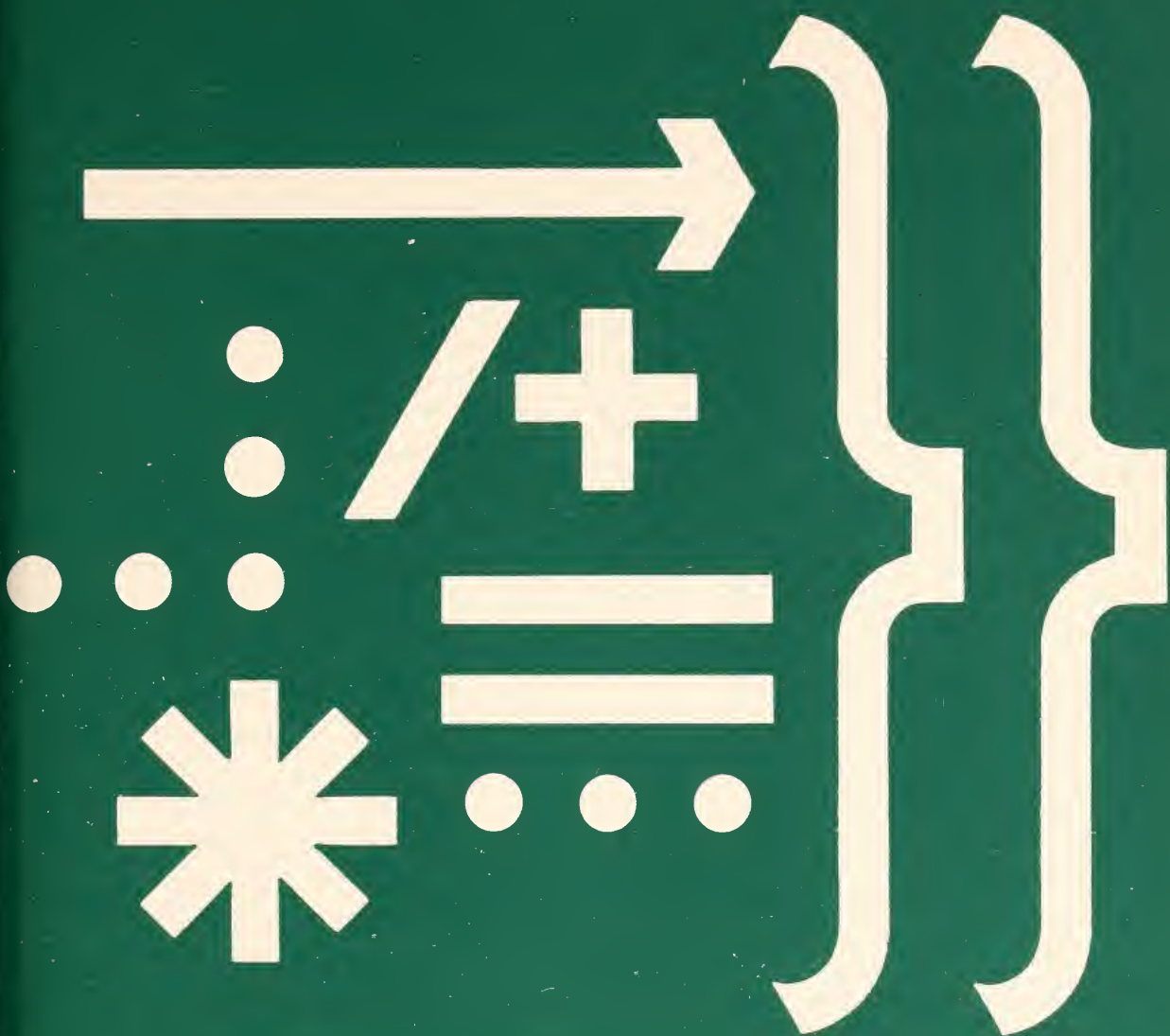
Mr. Fred Harrison, *Vice-President*, Herrin.

Mrs. Lois H. Nelson, *Executive Secretary*, Southern Illinois University.

Mr. Robert L. Gallegly, *Treasurer*, Southern Illinois University.

Mr. Kenneth R. Miller, *Executive Director*, Southern Illinois University.





1959 · 1961

*School of Business*

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Vol. 1, No. 7



# School of Business

*Announcements for 1959-1961*



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# Objectives of Southern Illinois University

## TO EXALT BEAUTY

IN GOD,  
IN NATURE,  
AND IN ART;  
TEACHING HOW TO LOVE THE BEST  
BUT TO KEEP THE HUMAN TOUCH;

## TO ADVANCE LEARNING

IN ALL LINES OF TRUTH  
WHEREVER THEY MAY LEAD,  
SHOWING HOW TO THINK  
RATHER THAN WHAT TO THINK,  
ASSISTING THE POWERS  
OF THE MIND  
IN THEIR SELF-DEVELOPMENT;

## TO FORWARD IDEAS AND IDEALS

IN OUR DEMOCRACY,  
INSPIRING RESPECT FOR OTHERS  
AS FOR OURSELVES,  
EVER PROMOTING FREEDOM  
WITH RESPONSIBILITY;

## TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD  
TO UNDERSTANDING  
AND UNDERSTANDING  
TO WISDOM.

## Board of Trustees

	TERM EXPIRES
JOHN PAGE WHAM, <i>Chairman</i> , Centralia	1965
LINDELL W. STURGIS, <i>Vice-Chairman</i> , Metropolis	1965
MELVIN C. LOCKARD, <i>Secretary</i> , Mattoon	1965
STELLA COLLINS, West Frankfort	1961
KENNETH L. DAVIS, Harrisburg	1963
HAROLD R. FISCHER, Granite City	1963
MARTIN F. OEHMKE, East St. Louis	1961
GEORGE T. WILKINS, ( <i>Ex-officio</i> ) Springfield	
LOUISE MOREHOUSE, <i>Recorder</i>	

## Officers of Instruction

President D. W. Morris, Ph.D. (Iowa)	1948
Vice-President for Instruction Charles D. Tenney, Ph.D. (Oregon)	1931
Dean Henry J. Rehn, Ph.D. (Chicago) C.P.A.	1945
Assistant Dean Vernon G. Morrison, M.A. (Nebraska)	1947
Chief Academic Adviser Paul M. Hoffman, Ph.D. (New York)	1950
Registrar and Director of Admissions Robert A. McGrath, Ph.D. (Iowa)	1949

# Table of Contents

UNIVERSITY CALENDAR, 1959-60 .....	vi
UNIVERSITY CALENDAR, 1960-61 .....	vii
 THE UNIVERSITY .....	 1
History .....	1
Campus .....	1
University Sessions .....	2
University Regulations .....	2
 SCHOOL OF BUSINESS .....	 3
History .....	3
Objectives .....	3
Facilities .....	3
Clubs and Fraternities .....	4
Admission .....	4
Advisement .....	5
Tuition and Fees .....	5
Housing .....	5
Financial Assistance .....	6
Employment Opportunities .....	6
General Bachelor's Degree Requirements .....	6
Programs of Instruction .....	7
 INSTRUCTIONAL UNITS .....	 9
Accounting .....	9
Course Descriptions .....	11
Economics .....	14
Course Descriptions .....	19
Management .....	22
Course Descriptions .....	24
Marketing .....	28
Course Descriptions .....	30
Secretarial and Business Education .....	32
Course Descriptions .....	37

# *University Calendar, 1959-1960*

## SUMMER SESSION

Session Begins	Monday, June 22
Independence Day Holiday	Friday, July 3
Final Examinations	Wednesday–Thursday, August 12–13
Commencement	Friday, August 14

## FALL QUARTER

New Student Week	Friday–Tuesday, September 18–22
Quarter Begins	Wednesday, September 23
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 25–30
Final Examinations	Monday–Saturday, December 14–19

## WINTER QUARTER

Quarter Begins	Monday, January 4
Final Examinations	Monday–Saturday, March 14–19

## SPRING QUARTER

Quarter Begins	Monday, March 28
Memorial Day Holiday	Monday, May 30
Final Examinations	Wednesday–Tuesday, June 8–14
Commencement	Wednesday, June 15

Summer Session classes will begin Tuesday, June 23. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.

# *University Calendar, 1960-1961*

## SUMMER SESSION

Session Begins	Monday, June 20
Independence Day Holiday	Monday, July 4
Final Examinations	Wednesday–Thursday, August 10–11
Commencement	Friday, August 12

## FALL QUARTER

New Student Week	Friday–Tuesday, September 16–20
Quarter Begins	Wednesday, September 21
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 23–28
Final Examinations	Monday–Saturday, December 12–17

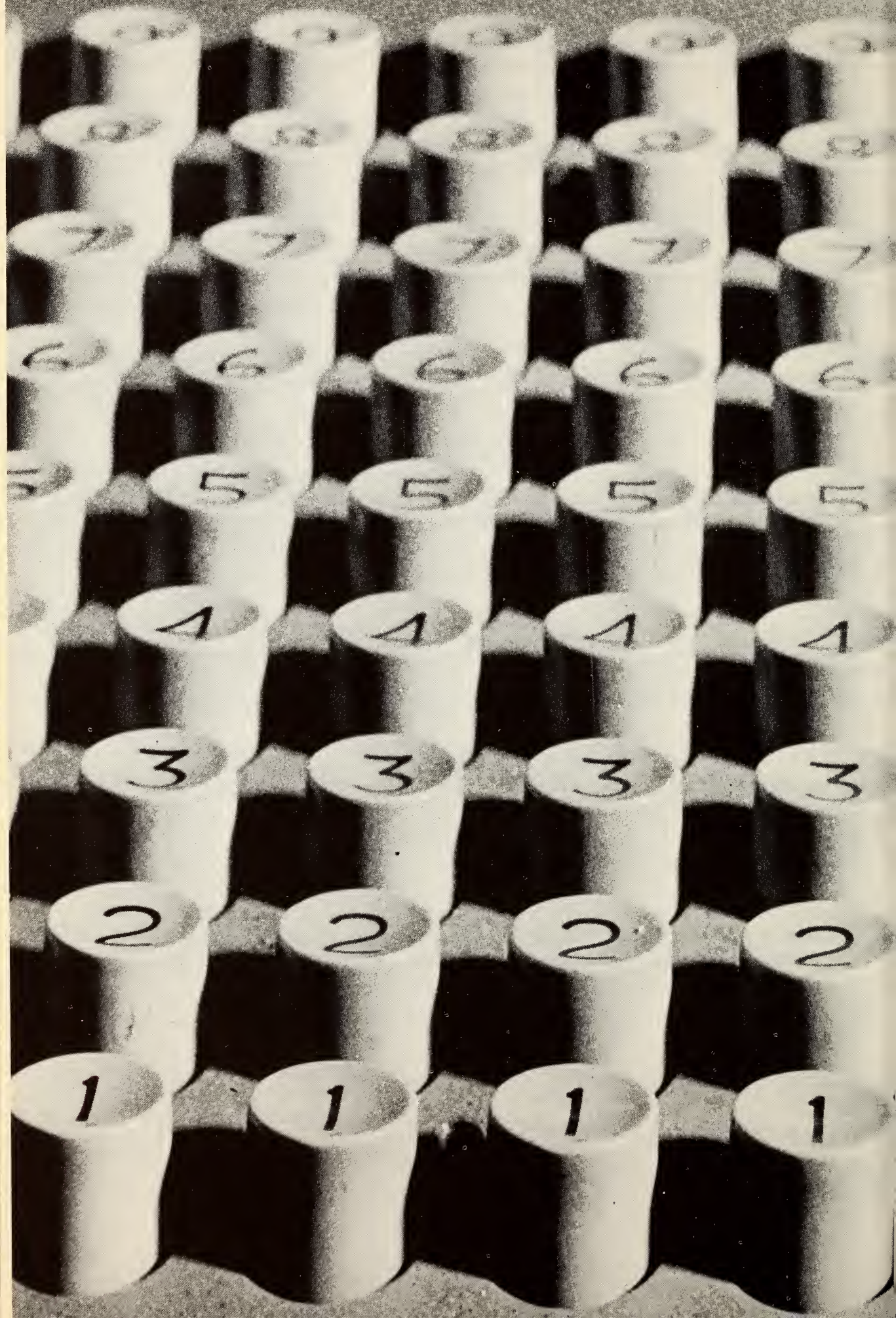
## WINTER QUARTER

Quarter Begins	Tuesday, January 3
Final Examinations	Monday–Saturday, March 13–18

## SPRING QUARTER

Quarter Begins	Monday, March 27
Memorial Day Holiday	Tuesday, May 30
Final Examinations	Wednesday–Tuesday, June 7–13
Commencement	Wednesday, June 14

Summer Session classes will begin Tuesday, June 21. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.



# The University

This bulletin covers in detail questions concerning the School of Business. It does not cover all questions concerning Southern Illinois University. For complete information about the University the prospective student should address the General Publications Office for a copy of the General Information Bulletin.

## HISTORY

Southern Illinois University was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

For some years after its establishment, Southern operated as a two-year normal school. In 1907 it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943 the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948 it was authorized to grant also the Master of Arts and Master of Science degrees. In 1952 the Master of Fine Arts degree was added to the list, and in 1956 the Master of Music, the Master of Music Education, and the Doctor of Philosophy degrees.

## CAMPUS

The main campus of Southern Illinois University is located in Carbondale, in Jackson County. The region is noted for its large peach and apple orchards, which in blossom time attract many tourists. Giant City, a state park, is a popular resort to the south of Carbondale, and Crab Orchard

Lake, with swimming, boating, and fishing facilities, lies four miles to the east.

The Carbondale campus is at present undergoing extensive expansion. It now comprises more than seventeen hundred acres, and more tracts of land are to be added. Twenty-three permanent buildings form the nucleus of the University's physical plant. Other permanent buildings are under construction.

## UNIVERSITY SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends about the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University Calendar.

In addition to the three regular quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter.

The summer session consists of a comprehensive program of courses offered by all the departments of the University. In addition to the courses which run the full eight weeks, there are a number of workshops and short courses covering a shorter period of time.

## UNIVERSITY REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; and to change any other regulation affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have enrolled in the University. The University also reserves the right to withdraw courses and to change fees.

# School of Business

## HISTORY

A commercial program was offered as early as 1906. Economics was a part of the political science department in 1930 and a part of the commercial department in 1931. Finally in 1932, a commercial department and an economics department were established.

In 1945 these two departments plus nine others were grouped into a College of Vocations and Professions. Ten years later, the Business, Economics, and Industrial Education departments became the School of Business and Industry.

The School of Business was organized in 1957. It now includes the Departments of Accounting, Economics, Management, Marketing, and Secretarial and Business Education.

## OBJECTIVES

The academic program of the School of Business is designed to provide the student with the environment, the help, and the stimulation to acquire both an education for business and an education for life. Its objective is to prepare students so that they may become qualified ultimately for professional and administrative positions of responsibility in business, labor, and allied professions.

## FACILITIES

The School of Business is housed in a converted residence and two barracks-type buildings on South Thompson Avenue. In addition to the usual classroom facilities, the school has well-equipped statistical, office machines, and typewriting laboratories and classrooms.

## CLUBS AND FRATERNITIES

There are three clubs for business students. Each has professional and social objectives. They provide a variety of educational experiences, including lectures by campus and off-campus speakers who supplement what is learned in the classroom. Students may find employment opportunities through contacts made in club activities.

All students in the School of Business are eligible to be members of the Commerce Club. Students who have had two courses in accounting on the university level and have an over-all average of "C" or better are invited to join the Accounting Club, while the Marketing Club is open to all students interested in marketing. The Marketing Club is affiliated with the National American Marketing Association. Management students are eligible for membership in the Society for the Advancement of Management.

In addition to the above clubs there are professional and honorary fraternities in the School of Business.

The Epsilon Kappa Chapter of Alpha Kappa Psi, a national professional business fraternity, is interested in all male students in the School of Business who plan to follow business as a profession. Pi Omega Pi is a national honorary fraternity for undergraduates in business teacher education. Its aims are to foster interest in business, in teaching as a profession, to encourage and recognize high scholarship, and to emphasize service. Business teacher education students who have at least a "B" average in business and education courses are eligible for membership.

## ADMISSION

Although the School of Business accepts graduates from any recognized high school without restriction as to high school preparation, it recommends that these students include in their high school program three units of English, two of mathematics, two of science, and two of social studies.

Inquiries concerning admission to the School of Business should be addressed to the University's Admissions Office. Application for admission may be made any time during the year. Applications should be initiated at least thirty days in advance of the desired entrance date to permit necessary processing to be completed. High school seniors should apply at the beginning of the last semester of their senior year.

It should be remembered that the writeups from page 4 to page 8 are merely summaries of the subject in question. For full and complete details, the prospective student should address the General Publications Office for a copy of the General Information Bulletin.

## ADVISEMENT

To insure that an undergraduate student is properly advised concerning the course of study which will fulfill the general University requirements and prepare him for his chosen career, academic advisement has been made the special responsibility of a selected group from the teaching faculty. The School of Business has a chief academic adviser and a number of assistant advisers.

## TUITION AND FEES

At the present time legal residents of Illinois registered for more than eight credit hours pay a total of \$61.50 per quarter. This includes \$42.00 tuition, a \$5.00 book rental fee, a \$5.00 student union building fund fee, and a \$9.50 student activity fee. Out-of-state students pay an additional \$50.00 tuition, or a total of \$111.50. Students registered for eight hours or fewer pay one-half tuition, one-half book rental fee, and full student union building fund fee, and have the option of paying the student activity fee.

## HOUSING

Southern Illinois University maintains University-owned housing for single men and women, co-operative apartments for men, and apartments for families. Students who wish to live in University housing should make application early. Application forms may be obtained at the Housing Center located in the Office of Student Affairs. Admission does not assure University housing. For the school year of 1958-59, room and board were \$666.00 per academic year (\$222.00 per quarter). There are a limited number of rooms available at \$135.00 to \$162.00 per academic year (\$45.00 to \$54.00 per quarter).

In addition to University housing a number of the students enrolled at Southern live in private homes in the city of Carbondale or in surrounding areas. Lists of available rooms for men, women, and married couples are maintained in the Housing Center. Units meeting the University's minimum housing requirements are noted. These rooms should be rented only after personal inspection. Room rent for off-campus housing ranges from \$4.00 to \$6.00 per week.

## FINANCIAL ASSISTANCE

The financial assistance program at Southern has been organized so that it may function as an integral part of the total educational experience of the student. As far as possible, an attempt is made not only to assist needy and deserving students with their financial obligations, but also to contribute to their general development and learning experience.

The program of financial assistance includes scholarships, awards, prizes, private agency awards, grants-in-aid, and student loan funds.

The comparative limitation of such forms of assistance in terms of both number and amount available makes it inadvisable for an undergraduate student to expect to meet all University expenses from such means.

## EMPLOYMENT OPPORTUNITIES

The Student Work Office assists students in obtaining employment to defray a portion of their educational expenses as well as to gain experience while working. Since it is impossible to guarantee work to every student, those who expect to earn a part of their expenses, and who do not have definite appointments to positions before coming to college, should have means to support themselves for at least three months.

The Student Work Office also assists students in obtaining off-campus jobs and full-time summer jobs.

## GENERAL BACHELOR'S DEGREE REQUIREMENTS

Each candidate for the Bachelor of Science degree in the School of Business must satisfy the general degree requirements for all schools and colleges of Southern Illinois University. These include the following:

1. Completion of 192 hours of credit-approved courses.
2. At least 64 hours in senior college courses, of which 48 must be earned in residence at Southern.
3. A "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work.
4. A "C" average in the major subject.
5. In case of transfer students, meeting of the "C" average requirements for the credit made at Southern as well as for the total record.
6. Course requirements in social studies, humanities, biological sciences, physical sciences, practical arts and crafts, physical education, and air science. The specific requirements are presented in detail in the General Information Bulletin and are not presented again here because most of the business curricula either require more than the minimum in several of these areas or specify certain courses be taken where options are permitted. Business students will satisfy these requirements as they satisfy the course requirements of the various curricula listed in this bulletin.

Where the requirements under each of the programs as shown in the individual departments of the School total less than 192, the difference is to be made up with electives chosen by the student guided by the academic adviser. The electives should be chosen so that the student has at least 40 per cent of his total credits (77 credit hours) in the School of Business and at least 40 per cent outside of the School. Women students, because they are not required to take Air Science, have an additional 6 credit hours of electives.

All students in the School of Business must pass an English qualifying examination. This examination given in February should be taken by the student in his sophomore year. This rule applies to all students graduated after June, 1960.

## PROGRAMS OF INSTRUCTION

The School of Business offers through the Graduate School the Master of Arts, Master of Science, and the Master of Science in Education degrees. Any one of the three degrees may be earned in the Department of Economics. The Departments of Accounting, Management, and Marketing cooperate to offer the Master of Science degree. The Department of Secretarial and Business Education offers the Master of Science in Education degree. Research is an integral part of the total program of the departments, and students are given the opportunity to work with the faculty on research projects in the capacity of graduate assistants, graduate fellows, research

assistants, or student workers. Graduate assistants may be asked to conduct actual classroom discussion sections for the purpose of enhancing their professional experience and encouraging their entry into college or university teaching careers. Students should consult the Graduate School bulletin for complete details of its requirements.

The Bachelor of Science degree may be earned in the School of Business in the following majors: accounting, economics, management, and marketing. The Bachelor of Arts degree may be earned with a major in economics. The Bachelor of Science in Education degree may be earned with a major in secretarial and office management.

In addition to the above programs, the School of Business co-operates with the Small Business Institute. The primary objective of the Small Business Institute, which is administratively independent of the School of Business, is to develop executives for small businesses rather than create specialists in a single field such as accounting, finance, sales, etc. The program will be tailored to fit the needs of the student with courses drawn from many departments. Graduates from this four-year program receive a Bachelor of Science degree with a major in small business management.

# Instructional Units

## ACCOUNTING

Professor Henry J. Rehn, Ph.D. (Chicago) C.P.A.	1945
Professor Ralph Dale Swick, D.B.A. (Indiana) C.P.A.	
Acting Chairman	1955
Associate Professor Clifford R. Burger, M.S. (Indiana State) C.P.A.	1958
Associate Professor Susie E. Ogden, A.M. (Illinois)	1931
Assistant Professor Mary Noel Barron, M.B.A. (Michigan) C.P.A.	1948
Assistant Professor J. William Cundiff, B.S., J.D.	
(Northwestern) C.P.A.	1958
Assistant Professor Robert L. Gallegly, A.M. (Illinois)	1946
Instructor Emerson C. Erb, M.B.A. (Indiana) C.P.A.	
(on leave 1957-59)	1955
Instructor Jerome J. Rooke, M.S. (Northern Illinois)	1957
<hr/>	
Visiting Professor Lloyd Morey, B.A., B.M. (Illinois)	1957-58
Lecturer Lin Sung Chiao, Ph.D. (Illinois)	1957-58
Lecturer Thomas V. Hedges, B.S. (Southern Illinois)	1958-60
Lecturer Billie Winfield Mouck, M.B.A. (Arkansas)	1957-58
Lecturer Paul Horace Spencer, B.S. (Southern Illinois) C.P.A.	1956-58
Assistant Instructor Mildred Wilkinson B.S., (Indiana)	1958-59

Accounting is the means by which the many transactions of business are analyzed, recorded, and interpreted. The ability to analyze and interpret is not easily acquired. It is one that takes thorough and serious study.

The accounting program is designed to develop that ability which leads to professional positions in cost accounting, auditing, income tax, financial statement analysis, and general financial accounting. The operation of a business and its financial condition is of interest to its owners, to its employees, to its creditors, to the government, and to the public in general.

The accounting curriculum is designed to cover four general areas of study: theory, cost accounting, tax, and auditing. In addition to the four main groups, special courses are offered in governmental accounting, accounting systems, and C.P.A. problems. Although individuals trained in accounting might work in private industrial firms, public accounting firms, governmental agencies, or in college teaching, the four basic areas in accounting are needed as background for any of those types of work. Those individuals desiring to engage in public accounting in Illinois should familiarize themselves with the Illinois law and regulations covering the certificate of certified public accountants. The regulations are published by the Committee on Accountancy, University of Illinois, Urbana, Illinois.

The work in this department leads to the Bachelor of Science degree.

### *SUGGESTED CURRICULUM IN ACCOUNTING*

The following courses constitute a major in accounting.

General degree courses required:	Hours
Air Science (men only)	6
Art 120 or Music 100	3
Botany 101 or Zoology 100	5
Chemistry 101 or Physics 101	4
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Geography 211	5
Government 101	5
Health Education 100	4
History or Sociology 101	5
† Mathematics 106b, 107b	8
Physical Education (activity courses)	6
Speech 101	4
	—
Total hours of required general degree courses	70
School of Business courses required:	Hours
Accounting 251, 252, 253	12
Accounting 331, 341	8
Accounting 351, 352, 353	12
Accounting 356, 442	9
Accounting 355, 432, 458, 459, 461 (elect one)	3-4
Economics 205, 206	9

† Higher mathematics courses may be taken depending upon placement test scores.

Economics 307, 315	8
Economics 317 or 470	3-4
Management 170, 271, 320	13
Management 340 or 380	4
Management 371, 372 or 373	8
Marketing 330	5

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Total hours required in the major	94-96
Total hours of required general degree courses	70-70
Electives	28-26

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Total hours for a Bachelor's Degree 192

Requirements for a minor in accounting include Management 170, Accounting 251, 252, 253, plus 8 hours of senior credit courses (300 or 400) in accounting.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 250-4. ACCOUNTING FUNDAMENTALS. For students who want a general knowledge of accounting, but who do not wish to pursue the subject further. Not open to majors in the School of Business.
- 251-4, 252-4, 253-4. ELEMENTARY ACCOUNTING I, II, III. Principles and practices in handling transactions in books of original entry and books of accounts—trial balances, adjustments, and financial statements. Type of business organizations studied including proprietorships, partnerships, and corporations.
- 309-2. INCOME TAXES FOR INDIVIDUALS. Preparation of income tax returns. Federal income tax law as applied to individuals. Not open to accounting majors.
- 331-5. TAX ACCOUNTING. Study of accounting principles and procedures for meeting requirements of current laws and regulations which relate to federal income tax and social security taxes. Laboratory problems and preparation of tax returns with special emphasis on the individual taxpayer. Prerequisite: 253.
- 341-3. COST ACCOUNTING. Departmental, job order, and process cost. Accumulation of material and labor costs; factory overhead and its allocation; cost reports to executives—their preparation and use. Prerequisite: 253.
- 351-4, 352-4, 353-4. ADVANCED ACCOUNTING I, II, III. Accounting principles and procedures for the preparation of adequate financial statements. Special attention given depreciation, appraisals, investments, intangibles,

- installment sales, consignments, branch accounts, compound interest in relation to accounting for sinking funds, annuities, leaseholds, and bonds. Preparation and use of special statements, application of funds, statement of affairs, and consolidated statements. Prerequisite: 253.
- 355-3. GOVERNMENTAL ACCOUNTING. Budget and operating fund accounts, with emphasis on accounting control as a means of improving administration of public enterprises. Prerequisite: 253.
- 356-5. AUDITING. Procedures and practices of public accountants in verifying accounts and supplementary data; training in preparation and analysis of reports. Prerequisite: 353 or permission of instructor.
- 410-4. SURVEY OF ACCOUNTING. Purpose is to permit non-accounting majors and teachers to study advanced accounting from the standpoint of its usefulness in controlling and administering an enterprise. Critical analysis of reports, statements, and other accounting data but with little attention given to accounting techniques used in collecting and reporting such information. Prerequisite: 250 or 253 or equivalent. Not open to accounting majors.
- 432-4. PROBLEMS IN FEDERAL TAXATION. Study of income tax problems which arise from partnership, corporation, estate and trust type of organization. Brief study of federal estate and gift taxes. Student does research



*Students gain experience in practical accounting problems.*

in source materials in arriving at solutions of complicated tax problems. Prerequisite: 331.

- 442-4. ADVANCED COST ACCOUNTING. Standard costs and distribution costs. Special problems in cost accounting, including joint product, by-product, and capacity costs. Prerequisite: 341.
- 458-4. ACCOUNTING SYSTEMS. Problems in accounting systems design and installation. Examination of existing systems and practice in system design. Prerequisites: 341 and 352.
- 459-4. INTERNSHIP IN ACCOUNTING. Supervised work experience in professional accounting. Prerequisite: outstanding record in accounting and recommendation of the committee on internship.
- 461-4. C.P.A. & ADVANCED ACCOUNTING PROBLEMS. A problems course, using problems from the examinations sponsored by the American Institute of Certified Public Accountants and given in the last few years. Some problems also drawn from other sources. Prerequisites: 341 and 352.

Courses on the 500 level are for graduate students only.

- 500-2 to 5. READINGS IN ACCOUNTING. Directed readings on selected topics in the accounting field.
- 501-2 to 5. INDIVIDUAL RESEARCH IN ACCOUNTING. Directed research in selected areas of accounting.
- 550-4. ACCOUNTING THEORY. Contemporary advanced accounting theory including controversial issues with emphasis on net income determination and asset valuation. Particular attention given to current publications of the profession and governmental agencies. Prerequisite: 352 or 410 or equivalent.
- 557-4. ADVANCED AUDITING. Advanced auditing procedures applicable to medium and large scale businesses. Not only is careful attention given to auditing standards as outlined by the American Institute of Certified Public Accountants, but rulings of governmental agencies, such as the Securities and Exchange Commission, affecting auditing procedures are analyzed. Prerequisite: Accounting 356 or consent of instructor.
- 562-4. C.P.A. AND ADVANCED ACCOUNTING PROBLEMS. A problems course including some highly technical C.P.A. examination problems not studied in undergraduate courses. Prerequisite: 461 or consent of instructor.
- 599-2 to 9. THESIS.

## ECONOMICS

Professor Clark Lee Allen, Ph.D. (Duke)	1958
Professor George H. Hand, Ph.D. (Princeton)	1952
Professor Robert George Layer, Ph.D. (Harvard), Chairman	1955
Professor Lewis A. Maverick, Ph.D. (Harvard), Ed.D. (California) Emeritus 1959	1946
Professor Edw. V. Miles, Jr., A.M. (St. Louis)	1919
Professor Guenther Carl Wiegand, Ph.D. (Northwestern)	1956
Associate Professor John Arthur Cochran, Ph.D. (Harvard)	1957
Associate Professor Milton T. Edelman, Ph.D. (Illinois)	1950
Associate Professor Thomas A. Martinsek, Ph.D. (Ohio State)	1959
Associate Professor Daniel L. Spencer, Ph.D. (American)	1957
Assistant Professor Gordon Brunhild, Ph.D. (Southern California)	1957
Assistant Professor Paul Isbell, M.S. (Illinois)	1952
Assistant Professor Vernon G. Morrison, M.A. (Nebraska)	1947
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Visiting Professor James Washington Bell, Ph.D. (Harvard) C.P.A.	1958-59
Visiting Professor Sadie Gertrude Young, M.A. (Missouri)	1958-59

The aim of the economics courses is to develop in the student such critical and analytical skills as underlie the ability to understand economic problems and institutions, both in their contemporary and historical setting.

Students who major in economics may specialize in any one of six areas: general economics, banking\*, public finance, labor, foreign trade, or economic theory. These specialties furnish the academic background necessary for many positions in industry, for work in the economic branches of government service, for college or university teaching, and for graduate study in economics and business.

Although the Department of Economics is located administratively in the School of Business, it offers a major or minor in economics in the College of Liberal Arts and Sciences, the College of Education, and the School of Business. This catalog gives complete curriculum details for the economics major in the School of Business but lists only the economics major or minor requirements for students enrolled in the College of Liberal Arts

\* Not included in the list of specializations in economics for students in the College of Liberal Arts and Sciences.

and Sciences or the College of Education. Students in those administrative units should consult their respective catalogs for complete curriculum details.

A student may elect economics as his major or minor subject for the following degrees:

1. Bachelor of Science for students in the School of Business.
2. Bachelor of Arts for students in the College of Liberal Arts and Sciences.
3. Bachelor of Science in Education for students in the College of Education.

*SUGGESTED CURRICULUM IN THE  
SCHOOL OF BUSINESS*

The following courses constitute a major in economics.

General degree courses required:	Hours
Air Science (men only)	6
Art 120 or Music 100	3
Botany 101 or Zoology 100	5



*Various methods are used to study the national economy.*

Chemistry 101 or Physics 101	4
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Geography 211	5
Government 231	5
Health Education 100	4
History 103, 201 or 202	8
† Mathematics 106c, 111	9
Philosophy	2
Physical Education (activity courses)	6
	—
Total hours of required general degree courses	72
School of Business courses required for a specialization in <i>general economics</i> :	
Accounting 251, 252, 253	12
Economics 205, 206, 307, 315, 317	21
Economics 310, 328, 330, 418	16
Economics 440, 450, 451, 470, 481	15
Management 320, 340, 371, 380, 473	21
Marketing 330	5
	—
Total hours required in the specialization	90
Total hours of required general degree courses	72
Electives	30
	—
Total hours for Bachelor's Degree	192
School of Business courses required for a specialization in <i>banking</i> :	
Accounting 251, 252, 253	12
Economics 205, 206, 307, 315, 317	21
Economics 310, 330, 416	12
Economics 432, 451, 470	9
Management 320, 323, 340, 371, 380, 473	25
Marketing 330, 334	9
	—
Total hours required in the specialization	88
Total hours of required general degree courses	72
Electives	32
	—
Total hours for a Bachelor's Degree	192

† Higher mathematics courses may be taken depending upon placement test scores.

## SCHOOL OF BUSINESS

17

School of Business courses required for a specialization in *public finance*:

Accounting 251, 252, 253	12
Economics 205, 206, 307, 315, 317	21
Economics 310, 330, 331, 340, 416, 418, 432, 470	29
Management 320, 340, 371, 473	17
Marketing 330	5
Government 360, 395	9
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Total hours required in the specialization	93
Total hours of required general degree courses	72
Electives	27

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Total hours for a Bachelor's Degree 192

School of Business courses required for a specialization in *labor*:

Accounting 251, 252, 253	12
Economics 205, 206, 307, 315, 317	21
Economics 310, 328, 330, 411, 432, 436, 470	25
Management 320, 340, 371, 380, 473	21
Marketing 330	5
Psychology 201, 320	8
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Total hours required in the specialization	92
Total hours of required general degree courses	72
Electives	28

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Total hours for a Bachelor's Degree 192

School of Business courses required for a specialization in *foreign trade*:

Accounting 251, 252, 253	12
Economics 205, 206, 307, 315, 317	21
Economics 310, 328, 330, 416, 418, 429, 460, 470, 481	34
Management 320, 340, 371, 473	17
Marketing 330	5
Government 370	4
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Total hours required in the specialization	93
Total hours of required general degree courses	72
Electives	27

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Total hours for a Bachelor's Degree 192

School of Business courses required for a specialization in <i>economic theory</i> :	
Accounting 251, 252, 253	12
Economics 205, 206, 307, 315, 317	21
Economics 308, 328, 330, 416, 429, 440, 450, 451, 470	32
Management 320, 340, 371, 380, 473	21
Marketing 330	5
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Total hours required in the specialization	91
Total hours of required general degree courses	72
Electives	29
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Total hours for a Bachelor's Degree	192

Required courses constituting a minor in economics: Economics 205, 206, 307, 315, 317, and (310, 328, or 330); Accounting 250 or (251, 252, and 253).

### SUGGESTED CURRICULA IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES

Required courses constituting a major in economics with a specialization in *general economics*: Economics 205, 206, 307, 310, 315, 317, 328, 330, 418, 440, 450, 470, 481; Accounting 250; Mathematics 106c and 111.

Required courses constituting a major in economics with a specialization in *international trade*: Economics 205, 206, 307, 310, 315, 317, 328, 416, 418, 429, 460, 470, 481; Accounting 250; Government 370 and 375; Mathematics 106c and 111.

Required courses constituting a major in economics with a specialization in *labor*: Economics 205, 206, 307, 310, 315, 317, 330, 411, 436, 470; Psychology 201, 315; Sociology 200, 325; Accounting 250; Mathematics 106c and 111.

Required courses constituting a major in economics with a specialization in *public finance*: Economics 205, 206, 307, 310, 315, 317, 328, 330, 331, 340, 416, 432, 440, 451, 470; Accounting 250; Government 360; Mathematics 106c and 111.

Required courses constituting a major in economics with a specialization in *economic theory*: Economics 205, 206, 307, 315, 317, 328, 330, 416, 429, 440, 450, 451, 465, 470; Accounting 250; Mathematics 106c and 111.

Required courses constituting a minor in economics: Economics 205, 206, 307, 315, 317, and (310, 328, or 330); Accounting 250.

## *SUGGESTED CURRICULUM IN THE COLLEGE OF EDUCATION*

Required courses constituting a 48-hour major in economics: Economics 205, 206, 307, 310, 315, 317, (328 or 330), 418, (440, 450, 451, or 470), (460 or 481); Accounting 250; Marketing 330.

Required courses constituting a 36-hour major in economics: Economics 205, 206, 307, 315, 317, (310, 328, or 330), 418, (460, 470, or 481).

Required courses constituting a minor in economics: Economics 205, 206, 307, 315, 317, and (310, 328, or 330); Accounting 250.

## *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

205-5. SURVEY OF ECONOMIC PRINCIPLES.

206-4. ECONOMIC PRINCIPLES AND PROBLEMS. Prerequisite: 205.

301-1 to 6. ECONOMIC READINGS. Reading in books and periodicals in a defined field, under direction of one or more staff members. Periodic written and oral reports. Prerequisite: approval of chairman.

307-4. ECONOMIC AND BUSINESS STATISTICS. 3 hours lecture; 2 hours laboratory. Prerequisite: 205; recommended, Mathematics 106c.

308-4. ECONOMIC AND BUSINESS STATISTICS II. 3 hours lecture; 2 hours laboratory. Prerequisite: 307 or consent of instructor.

310-4. LABOR PROBLEMS. Prerequisites: 205 and 206.

315-4. MONEY AND BANKING I. Prerequisites: 205 and 206.

317-4. ECONOMIC HISTORY OF THE UNITED STATES. Prerequisite: 205.

328-4. INTERNATIONAL ECONOMICS I. Prerequisites: 205 and 206.

330-4. PUBLIC FINANCE I: National. Prerequisites: 205 and 206.

331-3. PUBLIC FINANCE II: State and Local. Prerequisite: 330 or consent of instructor.

340-3. PUBLIC UTILITY ECONOMICS. Prerequisites: 205 and 206.

355-3. ECONOMICS OF CONSUMPTION. Prerequisite: 205 or consent of instructor.

360-3. REGIONAL ECONOMY. Natural economic regions, governmental action (as in the T.V.A.), local applications.

380-4. ECONOMICS OF WAR. Mobilization, resource allocation, manpower, wage and price problems. Government economic policy. Post-war problems. Prerequisite: 205.

411-4. COLLECTIVE BARGAINING AND DISPUTE SETTLEMENT. Nature, issues, procedures, economic effects. Analysis of actual collective bargaining situations. Prerequisite: 310 or consent of instructor.

416-4. MONEY AND BANKING II. Emphasis upon the Federal Reserve and other banking systems. Prerequisite: 315 or consent of instructor.

- 418-4. **ECONOMIC HISTORY OF EUROPE.** A survey of the economic growth of Europe with emphasis upon the development of European agriculture, industry, finance, and international trade since 1750. Prerequisites: 205 and 206 or consent of instructor.
- 429-4. **INTERNATIONAL ECONOMICS II.** Intensive treatment of the principles of international economics with special emphasis on the classical and modern theories of international trade. Income effects. Balance of payments adjustments. Prerequisite: 328 or consent of instructor.
- 432-3. **FISCAL POLICY OF THE UNITED STATES.** Countercyclical, secular, and emergency use of government expenditures, debt, taxes. Prerequisites: 205 and 206 or consent of instructor.
- 436-3. **GOVERNMENT AND LABOR.** (Same as Government 436.) A study of labor relations and legislation considering both constitutional and economic aspects. Prerequisites: 205 and Government 101 or 231 or 300 or the consent of instructor.
- 437-4. **ECONOMICS OF SOCIAL SECURITY.** The federal and state social security programs, including Social Security Act, Workmen's Compensation, Unemployment Compensation, Disability Insurance, with emphasis on their economic aspects. Prerequisites: 205 and 206 or consent of instructor.
- 440-3. **INTERMEDIATE THEORY.** A more intensive treatment of price and income theory. Prerequisite: 205 or 206 or consent of instructor.
- 445-2 to 8. **SOUTH AMERICAN STUDY TOUR.** (Sponsored by Latin American Institute, in co-operation with Departments of Anthropology, Economics, Foreign Languages, Geography, Government, History, and the University Museum.) Fifty to fifty-five days of travel and study in South America, with twenty to twenty-five lectures and seminars (in English) by experts from colleges and universities in at least five countries. A project paper will be required. Students seeking credit under more than one department must arrange their papers and credits with each department.
- 450-3. **HISTORY OF ECONOMIC THOUGHT.** Great economists and the development of economic theory. Prerequisites: 205 and 206 or consent of instructor.
- 451-3. **ECONOMIC THEORIES.** A study of the theories of recent leading economists. Prerequisite: 450 or consent of instructor.
- 460-4. **RUSSIAN ECONOMY.** A study of the development of Russian trade, agriculture, industry, government, finance, and standards-of-living in successive periods in relation to the historical, geographic, economic, and ideological background. Prerequisite: 205 or consent of instructor.
- 465-4. **MATHEMATICAL ECONOMICS.** A systematic survey of mathematical economic theory. The principal topics are conditions of static equilibrium, including stability conditions, dynamic models using difference equations, and linear production models of input-output analysis and activity analysis (linear programming). Prerequisites: 440 and consent of instructor.
- 470-3. **BUSINESS CYCLES.** Major business fluctuations in the United States—prices, employment, production, credit, inflation and deflation, and gov-

ernment action during the cycles. Prerequisite: 315 or 440 or consent of instructor.

481-3. COMPARATIVE ECONOMIC SYSTEMS. Capitalism, socialism, fascism, and other forms of the economy. Prerequisite: 205 or consent of instructor.

490-4. WORKSHOP IN ECONOMIC EDUCATION. (Same as Education 490.) Designed to assist elementary and secondary school teachers in promoting economic understanding in the minds of their students through the translation of economic principles and problems into classroom teaching materials.

Courses on the 500 level are for graduate students only.

500-4 to 8. ECONOMICS SEMINAR. A study of a common, general topic in the field of economics, with individual reports and special topics. (This course may be taken twice for a total of 8 hours credit.) Prerequisite: 205 or consent of instructor.

501-1 to 5. ECONOMIC READINGS. Contemporary books and periodicals in economics. Prerequisite: approval of chairman.

512-4. LABOR ECONOMICS. A study of economic principles involved in the employment relationship. Such topics as wage theory, the labor market, employment and unemployment, and the economic effects of collective bargaining are covered. Prerequisite: 310 or consent of instructor.

519-4. ECONOMIC GROWTH. Intensive examination of the problems (past and present) of economic development faced by nations everywhere. Attention to the alternative solutions which have been, or are being, attempted. Prerequisite: 317 or 418 or consent of instructor.

533-4. PUBLIC FINANCE THEORY AND PRACTICE. Historical development of public finance theories with analyses of their policy implications. Prerequisite: 330 or consent of instructor.

541-4. NATIONAL INCOME THEORY. Keynesian and post Keynesian developments in national income theory. Empirical research concerned with characteristics and magnitudes of important national income concepts, such as the consumption function, are examined. Recent American policies and problems bearing on national income fluctuations are considered. Prerequisites: 205 and 206 or consent of instructor.

542-4. PRICE THEORY. A course designed to develop skills in the use of the analytical tools, including the basic mathematical techniques, used in price theory. Prerequisite: 440 or consent of instructor.

561-4. COMPARATIVE ECONOMIC DEVELOPMENT IN ASIA. A comparison of the economics of Japan, India, and China within the framework of emerging economic theory of developing economies. Performance, goals, problems of self-sustaining growth, problems of resource allocation, and changes in the institutional framework in each case. Economic role of the U.S. in Asian development. Prerequisite: 205 or consent of instructor.

575-4. ECONOMIC REGULATION. An analysis of the economic causes and effects of the regulation of agriculture, business, and labor. Prerequisites: 330 and Management 473 or consent of instructor.

599-3 to 9. THESIS.

## MANAGEMENT

Professor Everette N. Hong, Ph.D. (Southern California), Acting Chairman	1958
Professor Henry J. Rehn, Ph. D. (Chicago), C.P.A.	1945
Professor John W. Scott, Ph.D. (Chicago), Emeritus (1952)	1947
Associate Professor Irving Kovarsky, Ph.D. (Iowa) (on leave 1959-60)	1957
Associate Professor Kenneth M. Thompson, Ph.D. (Iowa)	1958-59
Assistant Professor Ralph Bedwell, M.S. (Syracuse)	1954
Assistant Professor Richard J. Dandeneau, M.S. (Wisconsin)	1958
Assistant Professor Fred W. Goudy, J.D. (Indiana)	1957-59
Assistant Professor Frank F. Stamberg, B.S. (Illinois)	1955
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Visiting Professor Silas Kendrick Eshleman, J.D. (University of Florida)	1959-60
Visiting Professor Karl E. Lieb, J.D. (Stanford)	1959-60

The Department of Management offers work in three areas—general business, finance, and personnel management. Students who do not wish to specialize will select the first area. The latter two areas are more restrictive in their requirements. It is the objective of the department to provide a broad, general, liberal educational experience rather than a narrow professional training.

The work in this department leads to a Bachelor of Science degree.

## *SUGGESTED CURRICULUM IN MANAGEMENT*

The following courses constitute a major in management.

General degree courses required:	Hours
Air Science (men only)	6
Art 120 or Music 100	3
Botany 101 or Zoology 100	5
Chemistry 101 or Physics 101	4
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two out of five)	6
Geography 211	5
Government 101	5

SCHOOL OF BUSINESS	23
Health Education 100	4
History or Sociology 101	5
† Mathematics 106b, 107b	8
Physical Education (activity courses)	6
Speech 101	4
	—
Total hours of required general degree courses	70
School of Business courses required for a specialization in <i>general business</i> :	
Accounting 251, 252, 253	12
Economics 205, 206, 307, 310, 315, 317 or 470	25
Management 170, 271, 320, 327, 340	21
Management 361, 371, 372 or 373	11
Management 380, 385, 421, 473, 479	20
Marketing 330	5
Marketing 334, 341 or 438	4
	—
Total hours required in the specialization	98
Total hours of required general degree courses	70
Electives	24
	—
Total hours for a Bachelor's Degree	192
School of Business courses required for a specialization in <i>finance</i> :	
Accounting 251, 252, 253	12
Economics 205, 206, 307, 310, 315, 317 or 470	25
Management 170, 271, 320	13
Management 323, 327, 328	11
Management 340 or 380	4
Management 361, 371, 372 or 373	11
Management 385, 421, 475	12
Marketing 330	5
Marketing 334 or 341 or 438	4
	—
Total hours required in the specialization	97
Total hours of required general degree courses	70
Electives	25
	—
Total hours for a Bachelor's Degree	192

† Higher mathematics courses may be taken depending upon placement test scores.

School of Business courses required for a specialization in *personnel*:

Accounting 251, 252, 253	12
Economics 205, 206, 307, 310, 315, 317 or 470	25
Management 170, 271, 320, 340	17
Management 361, 371, 372 or 373	11
Management 380, 382, 385, 480, 481	4
Management 382 or Economics 411	3-4
Marketing 330	5
Psychology 201, 321, and 322 or 323	12
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Total hours required in the specialization	104-105
Total hours of required general degree courses	70
Electives	17-18
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Total hours for a Bachelor's Degree 192

Requirements for a minor in management with a specialization in finance include Accounting 250, Management 170, 320, 323, 327, and 340.

Requirements for a minor in management with a specialization in general business include Accounting 250, Management 170, 320, 340, 371, and Marketing 330.

### COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 170-4. INTRODUCTION TO BUSINESS ADMINISTRATION. A survey of business, intended to give to the student a general knowledge of the modern business world, a better basis for choosing his specialty, and certain information not covered in the various specialized courses offered.
- 271-4. BUSINESS WRITING. Principles and practice in writing typical kinds of business correspondence and reports. Prerequisite: English 103.
- 320-5. CORPORATION FINANCE. Financial structure in industry, sources of capital, regulation of securities, of stock exchanges, and the Security and Exchange Commission; dividend and other financial policies. Interpreting corporation reports and evaluating securities through the analysis of financial statements. Prerequisites: Accounting 253, Economics 205.
- 323-4. INVESTMENTS. Survey of the problems and procedures of investment management; types of investment risks; security analysis; investment problems of the individual as well as the corporation. Prerequisite: 320.
- 327-4. GENERAL INSURANCE. Underlying principles and functions of insurance in the economic life of the individual and of business. Prerequisites: Accounting 253, Economics 206.

- 328-3. **REAL ESTATE.** Purchasing, financing, owning, developing, improving, assessing, maintaining, zoning, subdividing, conveying, managing, operating in a real estate business; the influence of recent court decisions on real estate.
- 340-4. **BUSINESS ORGANIZATION AND MANAGEMENT.** Business organization, management theory, and practice. Prerequisite: junior standing or consent of the instructor.
- 360-5. **SEMINAR IN SMALL BUSINESS.** This seminar will provide final research into the special field of the Small Business major, helping him to decide upon the precise steps he will take in furthering his objective upon graduation. Open with the approval of the Director of the Small Business Institute to senior students in that program.
- 361-3. **BUSINESS REPORT WRITING.** Discussion, illustration, and practical application of report writing techniques, including study of uses, forms, and structures of different types of reports.
- 364-3 to 14. **SMALL BUSINESS MANAGEMENT INTERNSHIP I.** This course provides on-the-job training in management of a specific small business in the area of the student's aims. All phases of management will be covered. Emphasis will, however, vary with the job and the student's past experience. The student will live in the community and participate



*Time and motion studies are valuable to management.*

in the normal civic functions in order to parallel the true role of a small business man. Conference hours and working hours will be arranged. Students taking this course will not be permitted to carry additional college courses during that term. Open only to approved majors in the Small Business Institute, during their third or fourth year.

- 365-3 to 14. SMALL BUSINESS MANAGEMENT INTERNSHIP II. This is a continuation of Management 364, primarily for students who have had no previous business experience in the field. Conference hours and working hours will be arranged. Students in this course will not be permitted to carry additional courses. Open only to approved majors in the Small Business Institute, during their third or fourth year.
- 371-4. BUSINESS LAW I. Introduction to law, contract law, and agency law.
- 372-4. BUSINESS LAW II. Real property law, personal property law, partnership law, and corporation law.
- 373-4. BUSINESS LAW III. Negotiable instrument law, sales law, suretyship law, and insurance law.
- 380-4. PRODUCTION MANAGEMENT. Plant location, design, and construction; internal organization for operations, production control, stores control, routing of materials, job analysis, and time study; wage systems, subdivision of executive responsibilities and duties; methods of coordination and planning. Prerequisite: Economics 206.
- 382-3. TIME AND MOTION STUDY. Principles and methods for simplifying work and establishing sound time-allowances for performance.
- 385-4. PERSONNEL MANAGEMENT. Relation of the human element to production; the art of securing understanding and co-operation; employee organizations and outside activities; work of the personnel department; wage standards and working conditions. Prerequisite: Economics 206.
- 421-4. MANAGEMENT OF BUSINESS FINANCE. The principal problems of managing the financial operations of an enterprise will be examined. Emphasis will be upon analysis and solutions of problems pertaining to policy decisions. The scope will include both short-term working capital and long-term financing. Prerequisite: 320.
- 428-4. LIFE INSURANCE. A study of life insurance with particular attention given to policy forms and provisions, reserve and investment problems, company organization, legal aspects, taxation, and personal and business needs. Prerequisite: 327.
- 429-4. FIRE AND CASUALTY INSURANCE. An examination of the economic services performed, contracts, benefits, and premiums of fire and casualty insurance. Prerequisite: 327.
- 455-3. PROGRAMMING FOR DIGITAL COMPUTERS. Computer organization and characteristics, machine language-coding, flow charts, sub-routines, optimum and symbolic coding, compilers and interpretive systems. Laboratory work will involve the use of an IBM 650 Computer and other Computing Center equipment. Prerequisite: consent of instructor.
- 472-4. SMALL BUSINESS. The position of small business in our national economy, including the organization, financing, location, personnel policies, merchandising practices, records, government regulation, and taxes.

- 473-4. BUSINESS ENTERPRISE AND PUBLIC POLICY. Some of the major problems of social control of business arising out of the operation of business in modern society; covering types of control, necessity and effects of control. Prerequisite: senior standing.
- 475-4. BUDGETING AND SYSTEMS. Budgeting and systems as aids in coordinating and directing business operation. Prerequisites: 320, Accounting 253.
- 479-2 to 8. PROBLEMS IN BUSINESS AND ECONOMICS. Application of economic theory to practical business problems. Open to majors in business administration or economics, who have senior standing.
- 480-4. SEMINAR IN LABOR LAW. An analysis of the constitutional aspects and recent cases that have arisen interpreting the Taft-Hartley Act, Fair Labor Standards Act, Fair Employment Practice Laws, and "right-to-work" laws. Prerequisite: two terms of business law or Economics 310 or Government 395.
- 481-4. ADMINISTRATIVE MANAGEMENT. An intensive study of the principles of management and their application to the current industrial setting. Lecture and case methods will be used. Prerequisite: 340.

Courses on the 500 level are for graduate students only.

- 500-2 to 5. READINGS IN BUSINESS ADMINISTRATION. Directed readings in classical and current writings on selected topics.
- 501-2 to 5. INDIVIDUAL RESEARCH IN BUSINESS ADMINISTRATION. Directed research in selected areas of business administration.
- 527-3 to 5. SEMINAR IN FINANCE. A study of current issues and practices in business finance. Each student will select a problem for intensive exploration and report his findings to the class. Prerequisite: 421 or consent of instructor.
- 540-5. HISTORY AND THEORY OF MANAGEMENT. An analytical study of the background and growth of management theory from its beginnings with Taylor and Fayol to the present. Emphasis will be largely on industrial application. Individual reports as well as case and lecture methods will be used. Prerequisite: 481.
- 599-2 to 9. THESIS.

## MARKETING

Associate Professor James Dewayne Benson, Ph.D. (Iowa State)	1957
Associate Professor Paul M. Hoffman, Ph.D. (New York), Chairman	1950
Assistant Professor Robert M. Seepe, M.B.A. (Northwestern)	1958
Instructor Charles E. Rosenbarger, M.B.A. (Indiana)	1956
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Lecturer Donald Frederick, M.B.A. (Indiana)	1958-59

Marketing, which includes all activities concerned with determining and satisfying consumer desires, is rapidly becoming the major function in the business process. From the initial determination of consumer desires through the medium of market research to the final step of putting products into the consumer's hands through personal salesmanship, marketing knowledge and techniques provide the tools for developing and distributing goods and services in the dynamic economy of today and the future.

The Department of Marketing offers a variety of courses that will prepare the future marketer for his role in American business. Students



*Selling techniques are studied and practiced.*

who specialize in marketing have a variety of courses in sales, advertising, marketing management, transportation, retailing, wholesaling, and market research. Additional senior level or graduate courses are offered to prepare the student for more specialized positions in marketing management.

### *SUGGESTED CURRICULUM IN MARKETING*

The following courses constitute a major in marketing.

General degree courses required:	Hours
Air Science (men only)	6
Art 120 or Music 100	3
Botany 101 or Zoology 100	5
Chemistry 101 or Physics 101	4
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two out of five)	6
Geography 211	5
Government 101	5
Health Education 100	4
History 202 or Sociology 101	5
†Mathematics 106b, 107b	8
Physical Education (activity courses)	6
Psychology 201	4
Speech 101	4
	—
Total hours of required general degree courses	74
School of Business courses required:	
Accounting 251, 252, 253	12
Economics 205, 206, 307	13
Economics 315, 317, or 470	7-8
Management 170, 320, 340	13
Management 361, 371, 373	11
Marketing 330, 331, 333, 334	17
Marketing 336, 337, 341	11
Marketing 349 or 384	3-4
Marketing 332, 438, 451, 463 (any 2)	7-8
	—
Total hours required in the major	94-97
Total hours of required general degree courses	74-74
Electives	24-21
	—
Total hours for a Bachelor's Degree	192

† Higher mathematics courses may be taken depending upon placement test scores.

Requirements for a minor in marketing with a specialization in general marketing include Accounting 250, Marketing 330\*, 331 or 332, 333, 337, and 341.

Requirements for a minor in marketing with a specialization in sales and advertising include Marketing 330\*, 333, 337, 384, 438, and 463.

Requirements for a minor in marketing with a specialization in retailing include Marketing 330\*, 331, 332, 333, 334, and 337.

Requirements for a minor in marketing with a specialization in industrial marketing include Marketing 330\*, 333, 334, 336, 337, 341, and 349.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 330-5. **MARKETING PRINCIPLES AND PRACTICES.** A general survey course to acquaint the student with the entire field of marketing. Consideration is given to the underlying economic principles; historical development of distributive systems, channels, agents, institutions, functions, policies, and principles. Prerequisite: Economics 205.
- 331-4. **RETAILING.** Principles underlying the evolution, organization, and operation of retailing, including techniques used and opportunities offered in this field.
- 332-4. **STORE MANAGEMENT.** Store management; organization, location; layout. Procedures in receiving goods, handling sales; packing; wrapping; customer complaints; telephone orders, etc. Prerequisite: 331.
- 333-4. **PRINCIPLES OF ADVERTISING.** Advertising fundamentals in relation to modern business activities; fields of advertising; advertising media, campaigns, and systems. Prerequisite: 330.
- 334-4. **CREDITS AND COLLECTIONS.** Organization and operation of the credit department, including the sources and analysis of credit information, collection methods, and correspondence. Retail credit management emphasized. Prerequisite: 330.
- 336-3. **PURCHASING.** Dealer-supplier relationship, in manufacturing, wholesaling, and retailing. Purchasing for resale and for consumption. Influence in sales promotion materials. Buying from single and multiple suppliers. Prerequisite: 330.
- 337-4. **PRINCIPLES OF SALESMANSHIP.** History, scope, and importance of selling in modern business; the sales department; the salesman's part in the selling process. Prerequisite: 330.
- 341-4. **TRANSPORTATION.** Evolution of American transportation systems, and of the current problems of transportation facilities in connection with governmental control and regulation. Prerequisite: 330.

\* Economics 205 is ordinarily required as a prerequisite. However, exceptions may be made by the instructor depending upon the qualifications of the individual student.

- 349-3. **WHOLESALE**. Evolution, economic status, and management of non-retail marketing. Position of wholesaling in distribution. Kinds of wholesaling; types of middlemen; internal organization and operation of wholesalers; trading areas. Analysis relationship between marketing policies of wholesaler and manufacturer and changing patterns of wholesale distribution. Prerequisite: 330.
- 384-4. **ADVERTISING MEDIA ANALYSIS**. A study of the businessman's problems of selecting appropriate advertising media for the particular advertising mix that affords him the best strategy. Prerequisite: 333.
- 438-4. **SALES MANAGEMENT**. Developing and training a sales force. The different types of sales forces. Managing sales functions: determining salesmen's territories, quotas, compensation. Budget preparation. Developing and implementing the merchandise plan. Prerequisites: 330 and 337 or consent of the instructor.
- 451-4. **TRAFFIC MANAGEMENT**. Primary industrial traffic management functions, including determination of rates, classification, routing, and proper documentation. Consideration given to loss and damage claims, terminal charges, demurrage, reconsignment and conversion, transit privileges, warehousing, and packing. Emphasis upon co-operative aspects of traffic management requiring transportation.
- 463-3. **ADVERTISING MANAGEMENT**. The effective use of advertising by business management. An understanding of what advertising can be expected to accomplish under different sets of marketing factors and products. The selection of advantageous advertising programs under different marketing mixes. Prerequisite: 333.

Courses on the 500 level are for graduate students only.

- 500-2 to 5. **READINGS IN MARKETING**. Readings in classical and current writings on selected topics in various areas in the field of marketing.
- 501-2 to 5. **INDIVIDUAL RESEARCH IN MARKETING**. Directed research in marketing.
- 550-4. **GRADUATE SURVEY OF MARKETING**. Designed to give the graduate student an over-all view of the field of marketing and the field of policy-making decision. Cases are used to illustrate the theory covered. An accelerated course. Not open to students who have had an undergraduate major in marketing.
- 590-4. **MARKETING RESEARCH AND ANALYSIS**. The development of the procedures, methods, and theory underlying quantitative and qualitative analysis of primary and secondary market data. Prerequisites: 330 or 550 and one quarter of basic statistics or its equivalent, or with consent of the instructor.
- 595-3. **SEMINAR IN MARKETING**. Problems in marketing theory, research, and policy. May be repeated by a student no more than two times. Prerequisites: 330 or 550.
- 599-2 to 9. **THESIS**.

## SECRETARIAL AND BUSINESS EDUCATION

Associate Professor Harry B. Bauernfeind, M.A. (Northwestern)	1951
Associate Professor Viola M. DuFrain, Ph.D. (Chicago)	1947
Associate Professor Harves Rahe, Ed.D. (Indiana), Chairman	1944-46; 1950
Associate Professor Leonard Jordan West, Ph.D. (Columbia)	1957
Assistant Professor Van A. Buboltz, M.A. (Northwestern)	1937
Visiting Professor Paul S. Lomax, Ph.D. (New York)	1957-58
Lecturer Louise H. Eierman, B.S. in Ed. (Southeast Missouri)	1957-58

The Department of Secretarial and Business Education offers three major programs of study: (1) undergraduate business teacher education program for students preparing to teach the business subjects usually taught in the high school (2) undergraduate business teacher education program for students preparing to teach the business subjects usually taught in the high school except shorthand, transcription, and secretarial practice (3) undergraduate secretarial and office management program.

The work in this department leads to a Bachelor of Science or a Bachelor of Science in Education degree.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF EDUCATION*

The following courses constitute a major in business education.

General degree courses required:	Hours
Air Science (men only)	6
Art 120 or Music 100	3
Botany 101 or 202 or Zoology 100	5
Chemistry 101 or Physics 101	4
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two out of five)	6
English 300 or 391 if not excused by examination	0-3
Geography 211	5
Government 101 or 231 or 300	5
Health Education 100	4
History 201 or 202	5
† Mathematics 106b, 107b	8

† Higher mathematics courses may be taken depending upon placement test scores.



*Student teachers receive valuable experience in the laboratory schools.*

Physical Education	6
Speech 101	4
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Total hours of required general degree courses	64-73
School of Business courses required:	
Accounting 251, 252, 253	12
Economics 205, 206	9
Management 170, 271, 371, 372 or 373	16
Marketing 330	5
* Secretarial and Business Education 102, 103, 104, 213	3-12
* Secretarial and Business Education 105, 106, 107, 216, 308	4-20
Secretarial and Business Education 307 or 407, 311, 313	10
Secretarial and Business Education 401, 403, 404, 405, 406, 408	6-7
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Total hours of required business courses	65-91

\* Students who have had work in this area in high school will, on the basis of a qualifying examination, start at the level in this series to which their demonstrated ability qualifies them.

## College of Education courses required:

Education Administration and Supervision 100 or 331 and 355	7
Secondary Education 310, 352	16
Guidance 305 or Psychology 303	3-4
Guidance 420 or Mathematics 410	3-4
Guidance 421 or Instructional Materials 417	3-4
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Total hours of required College of Education courses	32-35
Total hours of required general degree courses	64-73
Total hours of required School of Business courses	65-91
Total hours required for a minor	24-24
Electives	7-0
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Total hours required for a Bachelor's degree	192-223

Students preparing to teach the business subjects usually taught in the high school except shorthand, transcription, and secretarial practice will adhere to the preceding curriculum with the following exception. Instead of Secretarial and Business Education 105, 106, 107, 216, 307, 308, 404, and 407, the student will take Accounting 351, Economics 355, plus one management course and one marketing course not required in the above curriculum. The total hours for this curriculum will range between 178 and 201.

### *SUGGESTED CURRICULUM IN SECRETARIAL STUDIES AND OFFICE MANAGEMENT*

The following courses constitute a major in secretarial studies and office management.

General degree courses required:	Hours
Air Science (men only)	6
Art 120 or Music 100	3
Botany 101 or 202 or Zoology 100	5
Chemistry 101 or Physics 101	4
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two out of five)	6
English 300 or 391	3
Geography 211	5
Government 101, 231	5
Health Education 100	4
History or Sociology 101	5

SCHOOL OF BUSINESS	35
† Mathematics 106b, 107b	8
Physical Education	6
Speech 101	4
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Total hours of required general degree courses	73
School of Business courses required:	
Accounting 251, 252, 253	12
Economics 205, 206, 307	13
Management 170, 271, 320, 340, 371, 372 or 373, 385	29
Marketing 330 plus two additional courses	11
* Secretarial and Business Education 102, 103, 104, 213	3-12
* Secretarial and Business Education 105, 106, 107, 216, 308	4-20
Secretarial and Business Education 307, 311, 313, 407	13
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Total hours required in the major	85-110
Total hours of required general degree courses	73
* Electives	34-9
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Total hours required for a Bachelor's Degree	192

### *MINOR PROGRAMS*

Minor programs are offered in the following areas: (1) undergraduate minor in business teacher education consisting of a minimum of 30 quarter hours of work in business; (2) undergraduate minor in secretarial training and office management consisting of a minimum of 24 quarter hours of work in business.

Minor programs in secretarial and business education are generally planned for each student individually by the student and a representative of the department. This procedure is necessary because students' backgrounds and needs vary greatly. The following illustrative minor programs, however, will fit the needs of many students desiring to minor in secretarial studies or business education.

#### TYPICAL MINOR PROGRAMS IN SECRETARIAL STUDIES

1. For students with no previous training in typewriting or shorthand.

† Higher mathematics courses may be taken depending upon placement test scores.

\* Students who demonstrate by examination an initial competence in typewriting may be excused from as many as nine credit hours of typewriting and add these to their electives; those starting with a proficiency in shorthand may in a similar manner gain sixteen hours of electives.

Secretarial 102, 103, 104, 213, 105, 106, 107, 216, and 308. Total—32 hours.

2. For students with one year of previous training in both typewriting and shorthand. Secretarial 104, 213, 107, 216, 308, 307, and 311 or 313. Total—24 hours.

3. For students with two years of previous training in both typewriting and shorthand, and who can take sustained, new-matter dictation at 80 words a minute. Secretarial 213, 216, 307, 308, 311, 313, and 407. Total—24 hours.

4. For students with two years of previous training in both typewriting and shorthand, and who can take sustained, new-matter dictation at 100 words a minute. Secretarial 213, 307, 308, 311, 313, 407, and Management 271. Total—24 hours.

#### TYPICAL MINOR PROGRAMS IN BUSINESS TEACHER EDUCATION

1. Preparation for teaching bookkeeping, calculating machines, and general business. Accounting 251, 252, 253, Management 170, 371, Secretarial 313, 405, and 408. Total—30 hours.

2. Preparation for teaching typewriting and general business. For students without previous training in typewriting. Secretarial 102, 103, 104, 213, 403, 405, Management 170, 271, and 371. Total—30 hours.

3. Preparation for teaching typewriting and shorthand. For students without previous training in typewriting and shorthand. Secretarial 102, 103, 104, 105, 106, 107, 213, 216, 308, 403, and 404. Total—38 hours.

4. Preparation for teaching typewriting, shorthand, office practice, and office machines. For students with two years of previous training in typewriting and one year of previous training in shorthand. Secretarial 107, 213, 216, 307, 308, 311, 313, 403, and 404. Total—31 hours.

5. Preparation for teaching typewriting, shorthand, and secretarial practice. For students with two years of previous training in both typewriting and shorthand, and who can take sustained, new-matter dictation at 80 words a minute. Secretarial 213, 216, 307 or 407, 308, 311, 313, 403, 404, and Management 271. Total—31 hours.

6. Preparation for teaching typewriting, shorthand, and secretarial practice. For students with two years of previous training in both typewriting and shorthand, and who can take sustained, new-matter dictation at 100 words a minute. Secretarial 213, 307, 308, 311, 313, 403, 404, 407, and Management 271. Total—30 hours.

7. Preparation for teaching typewriting, shorthand, bookkeeping, and general business. For students with two years of previous training in both typewriting and shorthand, and who can take sustained, new-matter dictation at 100 words a minute. Secretarial 213, 308, 403 or 404, 405 or 408, Accounting 251, 252, 253, Management 170 and 371. Total—33 hours.

## COURSE DESCRIPTIONS

Tests are given during the first week of all shorthand and typewriting courses to insure the correct placement of students in courses.

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 102-3. TYPEWRITING I. An introductory course in touch typewriting aimed at developing a typing rate of at least 30 words a minute. Includes simple business correspondence, tables, and manuscripts. May not be taken for credit by students who have had previous high school or other formal training in typewriting.
- 103-3. TYPEWRITING II. Continuation of 102. Emphasis on further skill development, on business correspondence, and on other vocational and personal applications of typing skill. Prerequisite: 102, or one semester of high school typing and the ability to type at least 30 words a minute and to prepare simple business correspondence.
- 104-3. TYPEWRITING III. Continuation of 103. Further skill development, with emphasis on more complicated vocational and personal applications of typing skill. Prerequisite: 103, or one year of high school typing and the ability to type at least 40 words a minute and to type business correspondence, tables, etc. of moderate difficulty.
- 105-4. STENOGRAPHY I. An introductory course in Gregg shorthand. May not be taken for credit by students who have had previous high school or other formal training in shorthand.
- 106-4. STENOGRAPHY II. Continuation of 105. Completion of shorthand theory and introduction to dictation and transcription. Prerequisite: 105, or approximately one semester of shorthand instruction in high school, or equivalent.
- 107-4. STENOGRAPHY III. Continuation of 106. Major emphasis on improving dictation and transcription skills. Prerequisite: 106, or one year of high school instruction in shorthand (or equivalent) and the ability to take sustained, new-matter dictation at 60 words a minute.
- 113-3. TYPEWRITING-DUPLICATING. Review of typewriting skills and knowledges. Emphasis on typing of letters and manuscripts. Development of techniques related to stencil and direct-process duplicating. Open only to Kindergarten-Primary Education majors. Prerequisite: 102 or equivalent.
- 213-3. TYPEWRITING IV. Continuation of 104. Development of advanced skills in typing straight copy, business correspondence, manuscripts, forms, and tables; preparation of copy from rough draft materials; typing master copies for duplicating machines; transcription from machine dictation. Prerequisite: 104 or 1½ to 2 years of high school typing and the ability to type at least 50 words a minute and to prepare business correspondence, tables, manuscripts, forms, etc.
- 216-4. STENOGRAPHY IV. Continuation of 107. Development of high-level dictation and transcription skills and knowledges. Prerequisite: 107, or 1½ to 2 years of previous high school training in shorthand and trans-

- cription (or equivalent) and the ability to transcribe on the typewriter sustained, new-matter dictation taken at 80 words a minute.
- 307-3. SECRETARIAL PRACTICE. An advanced course for secretaries, covering such topics as personality and human relationships, office mail, office equipment, travel, sources of information, communications, and business reports. Prerequisites: 213 and 216.
- 308-4. STENOGRAPHY V. Continuation of 216. Development of advanced dictation and transcription competencies. Prerequisite: 216, or two years of previous high school training in shorthand and transcription (or equivalent) and the ability to transcribe on the typewriter sustained, new-matter dictation taken at 100 words a minute.
- 311-3. FILING AND RECORDS MANAGEMENT. Modern filing systems and equipment, with intensive practice in applying indexing rules and filing business papers. Emphasis on classification principles and practices.
- 313-4. CALCULATING MACHINES. Operation of basic types of office calculating machines, emphasizing the characteristic uses of each kind of machine in the office. Laboratory practice required.
- 401-4. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION. A study of the fundamentals of business education; its relation to business, to general and vocational education, and to guidance programs; its history, current status, and trends; with special emphasis on objectives and curriculum problems.
- 403-3. TEACHING TYPEWRITING. Conduct of instruction in typewriting: the programming of activities in typewriting training, methods of instruction, skill-building principles and techniques, selection and preparation of practice materials, standards of achievement, and evaluation of pupil progress. Prerequisite: 213 or equivalent.
- 404-3. TEACHING SHORTHAND AND TRANSCRIPTION. Conduct of instruction in shorthand and transcription: the programming of activities in shorthand and transcription training, methods of instruction, skill-building principles and techniques, selection and preparation of practice and homework materials, standards of achievement, and evaluation of pupil progress. Prerequisite: 308 or equivalent.
- 405-3. TEACHING BASIC BUSINESS. Instructional methods and materials for, and the evaluation of pupil progress in, such basic business subjects as: general business, consumer education, economic geography, business law, etc.
- 406-4. TEACHING CLERICAL PRACTICE AND OFFICE MACHINES. Instructional methods and materials for, and the evaluation of pupil progress in, clerical practice and office machines. Prerequisites: 213, 311, 313 or equivalent.
- 407-3. OFFICE MANAGEMENT. A study of the principles of management as applied to office problems. Emphasis on the role of the office in business management; office organization; physical facilities of the office; office services, procedures, standards, and controls; records management; and office automation, including integrated data processing.
- 408-3. TEACHING BOOKKEEPING AND ACCOUNTING. Deals with instructional methods and materials for, and the evaluation of pupil pro-

gress in, bookkeeping and accounting. Attention also is given to the teaching of business arithmetic. Prerequisite: Accounting 253 or equivalent.

Courses on the 500 level are for graduate students only.

- 500-2 to 5. READINGS IN BUSINESS EDUCATION. Supervised readings in selected subjects. Prerequisite: permission of instructor.
- 501-2 to 5. INDIVIDUAL RESEARCH IN BUSINESS EDUCATION. Selection and investigation of a problem; use of relevant sources and techniques; collection, evaluation, and interpretation of data; and the writing of a report on the investigation. Not open to students who take 599. Prerequisite: permission of instructor.
- 502-4. RESEARCH IN BUSINESS EDUCATION. A study of research findings and techniques as exhibited in representative investigations in business education. Emphasis on reading and interpreting research, using research findings in solving instructional problems, and uncovering potential topics for future research. Mathematics 410 or Guidance 420 is a desirable but not a necessary co-requisite.
- 503-4. TESTS AND MEASUREMENTS IN BUSINESS EDUCATION. (Same as Guidance 503.) The selection, construction, administration, and interpretation of tests and test scores in business education subjects. Principal emphasis on teacher-made tests, especially of the performance type, with secondary attention to published tests in the field. Prerequisite: Guidance 420 or Mathematics 410 or Economics 308.
- 504-4. PSYCHOLOGICAL BASES FOR TEACHING SECRETARIAL SKILLS. Deals with the findings of experimental research in human learning applicable to the learning of shorthand, typewriting, and other office skills. Treats the variables in skill learning and modes of manipulating these variables for specific purposes. Special emphasis on the identification of needed research in the learning of the skill subjects and the design and conduct of experimental studies in the field. Prerequisites: 403 or 404, Mathematics 410 or Guidance 420, Psychology 201, and Guidance 305.
- 599-2 to 9. THESIS.

#### PHOTOGRAPHS

Acknowledgment is made to Photographic Service for all photographs in this bulletin.



# *Southern Illinois University Foundation*

The Southern Illinois University Foundation is a nonprofit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills and suitable forms for gifts and memorials, including bequests by means of life insurance. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

The present officers of the Foundation are:

Mr. Donald L. Bryant, *President*, Ladue, Missouri.

Mr. J. Lester Buford, *Vice-President*, Mt. Vernon, Illinois.

Mr. Kenneth R. Miller, *Executive Director*, Carbondale, Illinois.

Mr. Robert L. Gallegly, *Treasurer*, Carbondale, Illinois.

Mrs. Lois H. Nelson, *Secretary*, Carbondale, Illinois.



*thern Illinois University Bulletin*



1959 · 1961

*Graduate School*

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Vol. 1, No. 8



# The Graduate School

## *Announcements for 1959-1961*



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# Objectives of Southern Illinois University

## TO EXALT BEAUTY

IN GOD,  
IN NATURE,  
AND IN ART;  
TEACHING HOW TO LOVE THE BEST  
BUT TO KEEP THE HUMAN TOUCH;

## TO ADVANCE LEARNING

IN ALL LINES OF TRUTH  
WHEREVER THEY MAY LEAD,  
SHOWING HOW TO THINK  
RATHER THAN WHAT TO THINK,  
ASSISTING THE POWERS  
OF THE MIND  
IN THEIR SELF-DEVELOPMENT;

## TO FORWARD IDEAS AND IDEALS

IN OUR DEMOCRACY,  
INSPIRING RESPECT FOR OTHERS  
AS FOR OURSELVES,  
EVER PROMOTING FREEDOM  
WITH RESPONSIBILITY;

## TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD  
TO UNDERSTANDING  
AND UNDERSTANDING  
TO WISDOM.

## Board of Trustees

	TERM EXPIRES
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Vice-President for Instruction Charles D. Tenney, Ph.D. (Oregon)	1931
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Assistant Dean and Chief Graduate Adviser David T. Kenney, Ph.D. (Illinois)	1951
Registrar and Director of Admissions Robert A. McGrath, Ph.D. (Iowa)	1949

# *Table of Contents*

UNIVERSITY CALENDAR, 1959-60 .....	viii
UNIVERSITY CALENDAR, 1960-61 .....	ix
THE UNIVERSITY .....	1
History .....	1
Campus .....	1
University Sessions .....	2
University Regulations .....	2
THE GRADUATE SCHOOL .....	3
The Role of the Graduate School .....	3
History and General Information .....	3
Research .....	5
Graduate Fellowships and Assistantships .....	9
Housing .....	9
Admission .....	10
Advisement .....	12
Fees Per Quarter .....	13
Graduate Degrees .....	13
Degree Requirements .....	14
The Graduate Internship Program in Education .....	22
A Graduate Student's Timetable .....	23
INSTRUCTIONAL UNITS .....	25
Agricultural Industries .....	25
Animal Industries .....	26
Anthropology .....	28
Art .....	31
Asian Studies .....	33
Botany .....	33
Business .....	35
Chemistry .....	39
Design .....	42
Economics .....	43
Educational Administration and Supervision .....	45
Elementary Education .....	48

## *Contents continued*

English .....	52
Foreign Languages .....	54
Geography .....	57
Geology .....	59
Government .....	61
Guidance .....	65
Health Education .....	70
Higher Education .....	72
History .....	73
Home Economics .....	76
Industrial Education .....	79
Instructional Materials .....	81
Journalism .....	83
Mathematics .....	84
Microbiology .....	86
Music .....	89
Philosophy .....	92
Physical Education .....	93
Physics .....	95
Physiology .....	97
Plant Industries .....	99
Psychology .....	100
Recreation and Outdoor Education .....	105
Rehabilitation Counseling .....	107
Secondary Education .....	107
Secretarial and Business Education .....	110
Sociology .....	111
Special Education .....	116
Speech .....	119
Speech Correction .....	121
Theater .....	123
Zoology .....	124
Index .....	129



# *University Calendar, 1959-1960*

## SUMMER SESSION

Session Begins	Monday, June 22
Independence Day Holiday	Friday, July 3
Final Examinations	Wednesday–Thursday, August 12–13
Commencement	Friday, August 14

## FALL QUARTER

New Student Week	Friday–Tuesday, September 18–22
Quarter Begins	Wednesday, September 23
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 25–30
Final Examinations	Monday–Saturday, December 14–19

## WINTER QUARTER

Quarter Begins	Monday, January 4
Final Examinations	Monday–Saturday, March 14–19

## SPRING QUARTER

Quarter Begins	Monday, March 28
Memorial Day Holiday	Monday, May 30
Final Examinations	Wednesday–Tuesday, June 8–14
Commencement	Wednesday, June 15

Summer Session classes will begin Tuesday, June 23. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.

# *University Calendar, 1960-1961*

## SUMMER SESSION

Session Begins	Monday, June 20
Independence Day Holiday	Monday, July 4
Final Examinations	Wednesday–Thursday, August 10–11
Commencement	Friday, August 12

## FALL QUARTER

New Student Week	Friday–Tuesday, September 16–20
Quarter Begins	Wednesday, September 21
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 23–28
Final Examinations	Monday–Saturday, December 12–17

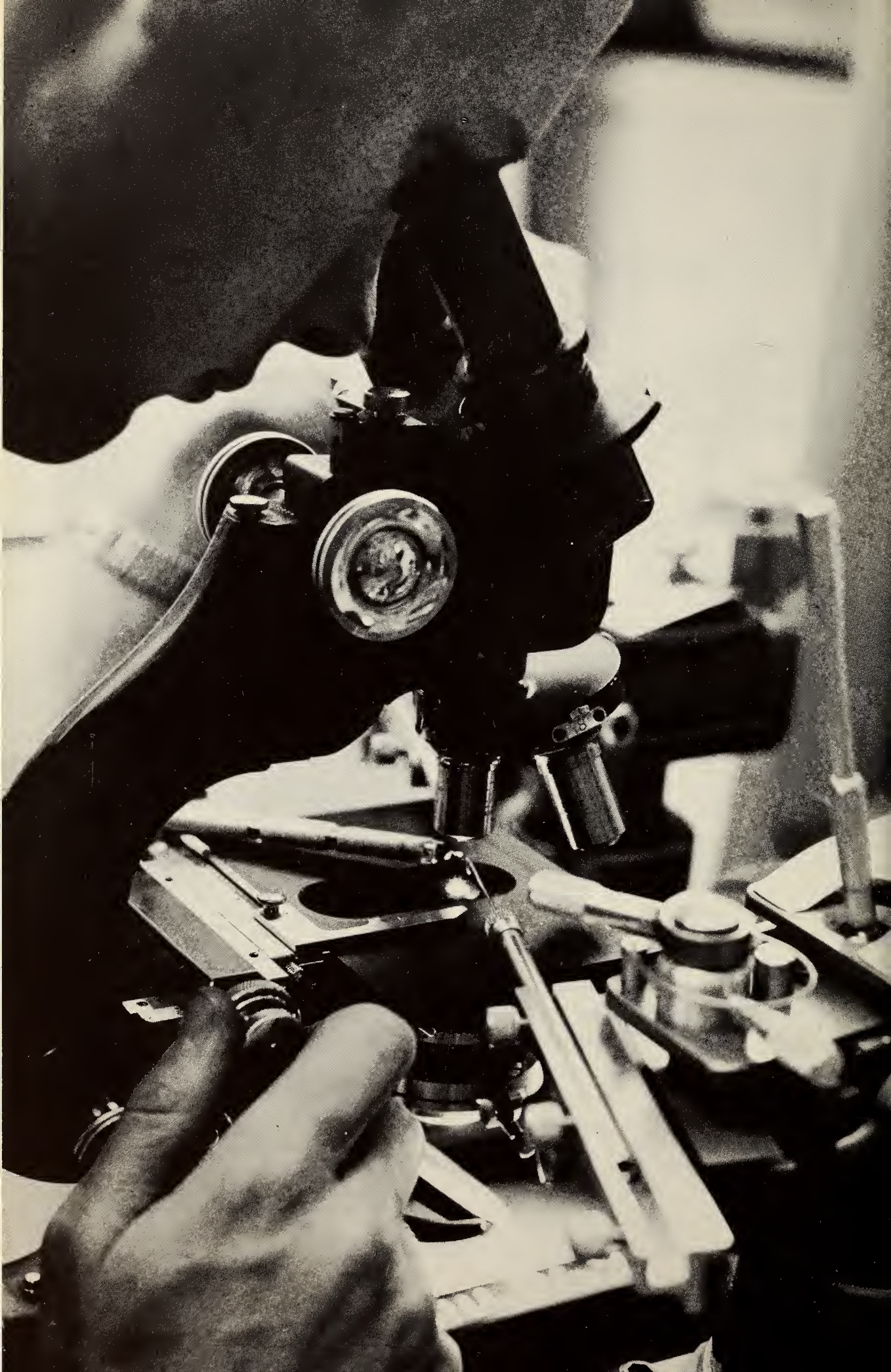
## WINTER QUARTER

Quarter Begins	Tuesday, January 3
Final Examinations	Monday–Saturday, March 13–18

## SPRING QUARTER

Quarter Begins	Monday, March 27
Memorial Day Holiday	Tuesday, May 30
Final Examinations	Wednesday–Tuesday, June 7–13
Commencement	Wednesday, June 14

Summer Session classes will begin Tuesday, June 21. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.



# The University

## HISTORY

Southern Illinois University was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

For some years after its establishment, Southern operated as a two-year normal school. In 1907 it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943 the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948 it was authorized to grant also the degrees of Master of Arts and Master of Science. In 1952 the degree of Master of Fine Arts was added to the list, and in 1956 the Master of Music, the Master of Music Education, and the Doctor of Philosophy degrees.

The growth of classes for adults and for those seeking technical training led to the establishment in 1953 of the Division of Technical and Adult Education, of which the Vocational-Technical Institute is a part.

In 1949 the Belleville Residence Center was established. Then, because of the growing demand for educational opportunities in the Madison-St. Clair counties area, the University established the Alton Residence Center and the East St. Louis Residence Center in 1957.

## CAMPUS

The main campus of Southern Illinois University is located in Carbondale, in Jackson County. The region is noted for its large peach and apple orchards, which in blossom time attract many tourists. Giant City, a state

park, is a popular resort to the south of Carbondale, and Crab Orchard Lake, with swimming, boating, and fishing facilities, lies four miles to the east.

The Carbondale campus is at present undergoing extensive expansion. It now comprises more than twenty-three hundred acres, and more tracts of land are to be added. Thirty-six permanent buildings form the nucleus of the University's physical plant. Other permanent buildings are under construction.

## UNIVERSITY SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends about the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University Calendar.

In addition to the three regular quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter.

The summer session consists of a comprehensive program of courses offered by all the departments of the University. In addition to the courses which run the full eight weeks, there are a number of workshops and short courses covering a shorter period of time.

## UNIVERSITY REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; and to change any other regulation affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have matriculated in the University. The University also reserves the right to withdraw courses and to change fees.

# The Graduate School

## THE ROLE OF THE GRADUATE SCHOOL

A graduate school that is worthy of the name has a mission to perform that is of the highest order. It is a bearer of the lamp of truth and enlightenment in a world full of hatred, suspicion, and threats of self destruction. It is a defender of freedom of thought and expression, an encourager of creative investigation, a promoter of larger and better equipped scientific laboratories and research libraries, a critical analyst of established institutions and ideas. It inspires in superior students a motivation for advanced study, stimulates both private and public support of organized research, and creates on all levels an atmosphere conducive to a free exchange of ideas and information.

The Graduate School of Southern Illinois University is cognizant of these ideals and objectives and intends to do everything within its power to achieve them.

## HISTORY AND GENERAL INFORMATION

Since the summer of 1944, graduate courses have been offered leading to the degree of Master of Science in Education. In 1948 the University was authorized to offer work leading to the degrees of Master of Arts and Master of Science. In 1952 the Master of Fine Arts degree was established. A Sixth-Year Program of graduate work was authorized by the Board of Trustees in 1953. In it work beyond the master's degree can be taken in certain fields toward a Specialist's Certificate. In 1955 the Board of Trustees authorized the Master of Music, Master of Music Education, and Doctor of Philosophy degrees.

Through 1958 a total of 1,546 master's degrees had been conferred. Of these 240 were the Master of Arts, 118 the Master of Science, 1,161 the Master of Science in Education, 12 the Master of Fine Arts, 5 the Master of

Music, 10 the Master of Music Education. Six Specialist's Certificates had by then been granted.

PERSONS RESPONSIBLE FOR APPROVING GRADUATE MAJORS

Accounting .....	Ralph D. Swick
Agricultural Industries .....	Walter J. Wills
Animal Industries .....	Alex Reed
Anthropology .....	Walter W. Taylor
Art .....	Warren Brandt
Botany .....	Walter B. Welch
Chemistry .....	James W. Neckers
Clothing and Textiles .....	Adeline M. Hoffman
Design .....	Harold L. Cohen
Economics .....	Robert G. Layer
Educational Administration .....	Arthur E. Lean
Elementary Education .....	J. Murray Lee
English .....	W. B. Schneider
Food and Nutrition .....	Marian A. Wharton
Foreign Languages .....	Vera L. Peacock
Geography .....	Robert A. Harper
Geology .....	Stanley E. Harris
Government .....	Orville Alexander
Guidance .....	Eugene D. Fitzpatrick
Health Education .....	Donald N. Boydston
Higher Education .....	George H. Hand
History .....	George W. Adams
Home and Family .....	Betty Jane Johnston
Home Economics Education .....	Anna Carol Fults
Industrial Education .....	Ralph O. Gallington
Instructional Materials .....	Paul R. Wendt
Journalism .....	Howard R. Long
Management .....	Everette N. Hong
Marketing .....	Paul M. Hoffman
Mathematics .....	W. C. McDaniel
Microbiology .....	Carl C. Lindegren
Music .....	Fred H. Denker
Philosophy .....	Willis Moore
Physical Education (Men) .....	Edward J. Shea
Physical Education (Women) .....	Dorothy Davies
Physics .....	Charles J. Brasefield

Physiology .....	Harold M. Kaplan
Plant Industries .....	Alfred B. Caster
Psychology .....	Noble H. Kelley
Recreation and Outdoor Education .....	William H. Freeberg
Rehabilitation Counseling .....	Guy A. Renzaglia
Secondary Education .....	Clarence D. Samford
Secretarial and Business Education .....	Harves C. Rahe
Social Studies .....	William A. Pitkin
Sociology .....	Paul J. Campisi
Special Education .....	Oliver P. Kolstoe
Speech .....	Ralph A. Micken
Speech Correction .....	Isaac P. Brackett
Theater .....	Archibald McLeod
Zoology .....	Harvey I. Fisher

## RESEARCH

The Graduate Council allocates certain funds available for research to individual faculty members, to departments, and to special research agencies of the University. It also assists in acquiring research funds from foundations and other outside sources. The supervision of research generally is a responsibility of the Dean of the Graduate School, who is aided by an Assistant Dean for Research.

### *BIOLOGICAL RESEARCH LABORATORY*

Work in this laboratory is devoted to the genetical, cytological, biochemical, and radiobiological study of yeast and other micro-organisms. The laboratory is well equipped with modern apparatus for these investigations. It is frequently visited by other scientists interested in learning the techniques that have been developed here.

The laboratory is supported principally by the University, with grants coming from Anheuser-Busch, Inc., the United States Public Health Service, the Atomic Energy Commission, the National Cancer Institute of the National Institutes of Health, the Office of Naval Research, the Illinois Division of the Cancer Society, and the Damon Runyon Memorial Fund.

Publications from the laboratory have appeared in scientific journals in the United States, Japan, India, Switzerland, the Netherlands, Sweden, and England.

### *CO-OPERATIVE AGRONOMY EXPERIMENT STATION*

In co-operation with the Agronomy Department of the University of Illinois, research is conducted to develop acceptable varieties of field and forage crops and to seek answers to fundamental problems related to management of soils, turfs, and the culture of crops. Demonstrations are developed for observation by students and other interested persons.

### *CO-OPERATIVE ATOMIC AND CAPACITOR RESEARCH*

This research is divided into basic scientific and applied investigations. At present the chief basic research deals with heavy primary cosmic rays. This involves improvements in methods and determinations of energy spectra, charge spectra, flux, mean free paths, variations in these factors with the time and solar flares. Some of this work is a part of the International Geophysical Year Program. The cosmic ray research is supported financially by the Office of Ordnance Research of the United States Army, the Research Corporation, and the National Science Foundation.

The capacitor research is of an applied character and is performed with the aid of the Capacitor Division of the Sangamo Electric Company. It deals with the testing and investigation of both completed capacitors and various component parts.

### *CO-OPERATIVE CLIMATOLOGY RESEARCH*

This is a project which collects temperature and precipitation data from its own and United States Weather Bureau stations in Southern Illinois for research purposes. Investigations in the climatology of Southern Illinois are emphasized. A dense network rain gauge system is maintained on the Crab Orchard watershed.

### *CO-OPERATIVE FISHERIES MANAGEMENT RESEARCH*

This is a program for surveying fisheries resources of Southern Illinois and investigating possible management procedures for the improvement of recreational fishing. University research funds are supplemented by financial support provided by the Division of Fisheries, the Illinois Department of Conservation, and the Sport Fishing Institute.

### *FISH PATHOLOGY LABORATORY*

The Fish Pathology Laboratory was established to facilitate research

between the Departments of Microbiology and Zoology and the fishery research laboratory. The Fish Pathology Laboratory encourages work in causation, effect, and treatment of the diseases of warm-water fishes. The laboratory also serves to round out the present program of training fish biologists.

### *CO-OPERATIVE FORESTRY RESEARCH*

In co-operation with the Central States Forest Experiment Station of the United States Department of Agriculture Forest Service, Southern Illinois University is carrying on investigations of the woodlands and wood lots of Southern Illinois, the possibilities of reforestation, and the development of forest products industries. The co-operating agencies share expenses, staff, equipment, and the responsibility for communicating their results to the public.

### *CO-OPERATIVE PERSONALITY RESEARCH*

This research is designed to analyze and to establish predictive relationships between the behaviors of parents and the behaviors of their children. University research funds are supplemented by funds from the National Institute of Mental Health.

### *CO-OPERATIVE SMALL FRUIT RESEARCH*

A Small Fruits Research Station, co-operatively operated by the crop research division, ARS, USDA, and Southern Illinois University, was activated at Carbondale in 1959. The station provides facilities for research on breeding, production, and disease control of strawberries, blueberries, brambles, and other small fruits. The station includes 50 acres of land, a large irrigation pond, machine storage, and laboratory space. The investigational work is for the benefit of the entire fruit industry in Illinois and elsewhere in the United States.

### *CO-OPERATIVE WILDLIFE RESEARCH LABORATORY*

The basic function of this project is to investigate the life history, ecology, taxonomy, and management of wildlife for better understanding and management on local, state, and federal levels. University research funds are supplemented by financial support provided by the Illinois Natural History Survey, Illinois Department of Conservation, Wildlife Management Institute, Illinois Coal Strippers' Association, Truax Traer

Coal Company, United Electric Coal Company, and United States Fish and Wildlife Service.



*Analyzing a catch of small mammals for a study in distribution in Southern Illinois.*

### *ILLINOIS HORTICULTURAL EXPERIMENT STATION*

The establishment of a co-operative station at Carbondale was approved in 1949 and activated in 1951 by the Illinois Agricultural Experiment Station and Southern Illinois University. The purpose of the station is to conduct research and demonstrations with fruit, vegetable, and ornamental crop plants. Projects are conducted co-operatively by personnel of both institutions or independently by personnel of either institution. Specific projects undertaken are breeding and development of varieties, testing varieties for climatic adaptation, studying fundamental problems related to cultural methods, and providing demonstrations for the public.

### *MISSISSIPPI VALLEY INVESTIGATIONS*

Mississippi Valley Investigations is an interdisciplinary approach to problems related to the Mississippi Valley. The objectives of the research are to collect, collate, and disseminate pertinent information relative to this geographic entity.

## GRADUATE FELLOWSHIPS AND ASSISTANTSHIPS

Graduate fellowships are available in all graduate departments, and in the Extension Division, Museum, offices of the personnel deans, and the University Library. Fellowships are awarded upon the basis of scholarship. Recipients are permitted to carry normal graduate schedules. The stipend for the academic year ranges from \$810 to \$1,350, plus remission of tuition but not fees. Applications should be made, if possible, before March 15 preceding the academic year for which the fellowship is desired. Inquiries may be addressed to the Dean of the Graduate School.

Graduate assistantships are available in a number of departments and research agencies. These positions pay a stipend which ranges from \$1,350 to \$2,160 for the academic year, with the exact amount depending upon the assignment and experience, plus remission of tuition but not fees. Service of twenty hours a week, or a corresponding load in teaching or research, is required. Inquiries should be addressed to the chairman of the appropriate department.

Research assistantships are available in a number of research agencies and projects. They pay from \$120 to \$180 per month, with the exact amount determined by the assignment, plus remission of tuition but not fees. Service equivalent to twenty hours a week is required. Inquiries should be addressed to the appropriate departmental chairman or research director. A limited number of assistantships are awarded to majors in student personnel work who are also resident fellows. Recipients are limited to twelve hours of course work per quarter, and receive room, board, remission of tuition but not fees, and a stipend of approximately \$80 per month.

Inquiries concerning assistantships, both graduate and research, should be made before March 15 preceding the year for which the assignment is sought.

## HOUSING

Single graduate students will find it necessary to locate private housing facilities in Carbondale or surrounding towns in most cases. At the present time the University does have one hall in the Dowdell Hall area reserved for male graduate students, and plans are being developed to make more University housing available to graduate students, both male

and female, in the future. The Housing Center in the Office of Student Affairs processes applications for the Dowdell Hall facilities and also maintains current information on rooms, apartments, houses for rent or sale, and trailer parks.

Married graduate students should address the Housing Center, Office of Student Affairs, for information about University facilities. These facilities consist of temporary apartments located in converted military barracks, apartments being constructed which will have limited occupancy by fall, 1959, but whose number will expand as rapidly as possible, and a University trailer court having sixty-two spaces. As the demand for University facilities for married students exceeds the supply, the student should request information as early as possible.

Most married students must find housing in Carbondale or surrounding towns. As satisfactory arrangements cannot be made by mail, a personal visit to Carbondale is usually required. Prices vary widely, ranging from \$20 per month for trailer spaces to \$100 or more per month for houses.

## ADMISSION

Qualified students may apply for admission to the Graduate School any time during the calendar year. Application forms may be obtained from the Admissions Office. Official admission to the Graduate School will not be granted until complete transcripts of all previous college work are on file in the Admissions Office. Transcripts must reach the Admissions Office at least one month prior to the time the applicant expects to enter Southern Illinois University in the case of those seeking the master's degree, and four months for those whose aim is the doctorate.

A student who wishes to enter the Graduate School immediately after graduation may submit during the final quarter or semester of undergraduate work a transcript showing the courses he is taking, together with a statement from his registrar that graduation will follow successful completion of his current enrollment.

An undergraduate student who is within one term's work (sixteen hours) of meeting requirements for the bachelor's degree may take courses for graduate credit by applying for admission to the Graduate School and obtaining approval for the proposed major from the departmental chairman. Undergraduate students who take such courses for graduate credit must obtain the approval of the Dean of the Graduate School at the time of registration.

A student who holds the bachelor's degree and who does not wish to

become a candidate for a higher degree or for another bachelor's degree but who wishes to take work in the University should apply for admission as an unclassified graduate student.

### *ADMISSION TO THE FIRST YEAR OF GRADUATE STUDY*

Admission to the first year of graduate study is a two-part process. The first step is admission to the Graduate School; the second, approval for a particular department or major. (See Admission to Full Graduate Standing, below.)

Unconditional admission to the Graduate School for the first year of graduate study is granted to graduates of fully accredited colleges and universities whose undergraduate averages are 3.2 or above on a 5-point grading scale or the equivalent. Grades for previous graduate work must be "B" or above.

Graduates of institutions of limited accreditation who have a 3.2 average or above may be granted conditional admission, depending upon the merits of the institution concerned.

### *ADMISSION TO ADVANCED STUDY*

Admission to advanced graduate study is a two-part process. The first step is admission to the Graduate School; the second, approval for a particular department or major. (See Admission to Full Graduate Standing, below.)

Admission to the Sixth-Year Specialist's Certificate Program is based on an applicant's previous academic record, his educational experience, and his proposed goal.

Unconditional admission to the Graduate School on the advanced graduate level will be granted to students who hold an approved master's degree and whose average in graduate work is 4.5 or above on a 5-point grading scale or the equivalent.

Conditional admission to the Graduate School on the advanced graduate level will be granted to students who hold an approved master's degree and whose average in graduate work is between 4.25 and 4.5 on a 5-point grading scale or the equivalent.

### *ADMISSION TO FULL GRADUATE STANDING*

After admission to the Graduate School has been completed the Graduate Dean initiates action for approval of the desired major. The depart-

ments are permitted two weeks in which to approve majors on the master's level, and ninety days on the doctoral level. The Dean of the Graduate School informs each student of the action taken by the departmental chairman and of any conditions which must be fulfilled before the major can be finally approved. Entrance examinations in the case of any student may be required prior to action by the proposed major department toward the applicant.

The student attains full graduate standing when he has fulfilled the stated conditions of his major department, has satisfied the English usage requirement of the Graduate School, and has completed any other general examination which may be required of graduate students.

### *ADMISSION OF FOREIGN STUDENTS*

A foreign student is subject to all admission regulations and procedures described above. In addition, such students are required to (1) complete a questionnaire for foreign students indicating the years of attendance for all previous schooling; (2) submit an English proficiency examination which can be taken at the American Consulate or a similar agency operated by the American Government; and (3) show evidence of having adequate financial support. The University does not assume responsibility for a student who is without adequate resources.

### *ADVISEMENT*

Each student admitted to the Graduate School is assigned, by the Dean of the Graduate School, one or more advisers representing the student's major and minor fields. The adviser or advisers assist the student in making out his program of studies, both quarter-by-quarter and long-range. For this reason a conference should be arranged by the student, as early as possible in his career, with his adviser or advisers, so that his over-all program may be planned. Later conferences should be scheduled whenever they become necessary. As soon as the student selects his thesis topic and thesis director, the latter is designated as chairman of the advisory committee. This committee advises the student in the preparation of the thesis, evaluates the thesis when completed, and supervises the final examination, written or oral, when one is required by the major department.

The maximum burden of course work for graduate students during a regular quarter is eighteen hours; twelve is considered to be a normal load. The maximum for graduate assistants, research assistants, and assistant

instructors, who are employed half-time, is fourteen hours; for persons who are otherwise employed full-time it is eight. Summer session loads are in proportion. Graduate fellows may in ordinary circumstances carry full loads. These maxima may be exceeded only with the written permission of the Dean of the Graduate School.

A number of graduate courses, particularly in education and guidance, are scheduled for evenings and Saturdays, for the benefit of those who are employed during the day. Courses on the 400 level which carry four hours' credit are required to meet for sixteen sessions of two and one-half hours during the term, rather than for only one session per week.

A graduate student is expected to plan his work carefully; hence program changes after registration should seldom be necessary. Such changes must be approved by the student's chief adviser and the Dean of the Graduate School, and may involve the payment of a program change fee. Program change cards may be obtained from the Graduate School Office.

## FEES PER QUARTER

Matriculation fee (not charged to graduates of Southern Illinois University) .....	\$ 5.00
Tuition for Illinois residents .....	42.00
Half-time (8 or fewer hours) .....	21.00
Tuition for nonresidents .....	92.00
Half-time .....	46.00
Book rental fee .....	5.00
Half-time .....	2.50
Student Union Building Fund fee .....	5.00
Student activity fee (optional for graduate assistants and fellows and persons taking 8 or fewer hours) .....	9.50

## GRADUATE DEGREES

Graduate degrees are available in the following fields and departments:

1. Master of Arts—Anthropology, Art, Biological Sciences, Botany, Chemistry, Economics, English, Foreign Languages, Geography, Government, History, Journalism, Mathematics, Microbiology, Philosophy, Physical Sciences, Physics, Physiology, Psychology, Rehabilitation Counseling, Sociology, Speech, Speech Correction, Theater, and Zoology.

2. Master of Fine Arts—Art.
3. Master of Music—Music.
4. Master of Music Education—Music.
5. Master of Science—Agricultural Industries, Animal Industries, Art, Biological Sciences, Botany, Business, Design, Economics, English, Geography, Geology, Home Economics, Journalism, Mathematics, Microbiology, Physical Sciences, Physics, Physiology, Plant Industries, Psychology, Rehabilitation Counseling, Sociology, Speech Correction, Theater, and Zoology.
6. Master of Science in Education—Art, Biological Sciences, Chemistry, College Student Personnel Work, Educational Administration, Elementary Education, English, Foreign Languages, Guidance and Counseling, Health Education, Home Economics, Industrial Education, Instructional Materials, Instructional Supervision, Kindergarten-Primary Education, Mathematics, Physical Education, Physical Sciences, Recreation and Outdoor Education, Secondary Education, Secretarial and Business Education, Social Sciences, Special Education, Speech, Speech Correction, and Theater.
7. Doctor of Philosophy—Educational Administration and Supervision, Elementary Education, Secondary Education, Government, Psychology, Speech, Speech Correction, Microbiology, and Zoology.

## DEGREE REQUIREMENTS

### *GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE*

Forty-eight hours of acceptable graduate credit are required for the master's degree, except in fine arts, where sixty hours are necessary, and in psychology, rehabilitation counseling, and college student personnel work, where seventy-two hours are required. At least twenty-four hours must be earned in courses numbered 500 or above. No more than sixteen hours earned for work done at another university or in extension may be counted toward the degree; however, as much as thirty-six hours of credit earned at a Southern Illinois University residence center may be counted. No credit toward the degree may be earned in correspondence; and only credits earned within a six-year period preceding the completion of requirements for the degree will be counted toward it. The students should not expect that work presented for transfer credit will automatically be accepted at face value. An evaluation is made in every case, and may result in a reduction of the credit recorded.

Ordinarily a graduate student is expected to select both a major and a

minor field. This is particularly true of those who major in the field of educational administration, most of whom find it to their advantage to complete a minor in an academic field. A student may be permitted by his advisory committee and the Dean of the Graduate School to concentrate his efforts in one particular area of study. The graduate major consists, in most fields, of a minimum of thirty hours of credit in the area of special concentration; some departments, however, require as many as forty hours for the major, in which case no minor is required. The graduate minor consists of a minimum of fifteen hours. A student may have a double major recorded upon completing the necessary number (sixty hours) of designated courses. One who has a master's degree in a field other than education from another institution, and who wishes to obtain a master's degree in education from Southern Illinois University, may count his major of the first degree as his minor for the second. In this case the student must demonstrate his competence in that major by taking a graduate course in it at Southern Illinois University.

Grades are recorded by the letters A, B, C, D, and E. An average of "B" (4.0) in all courses taken for graduate credit is a prerequisite of the master's degree. Credit for any course for which the grade given is below "C" will not be counted toward the degree. If the graduate student fails to complete a course by the end of the term, he may be given a grade of "deferred." If the deficiency is removed by the end of the eighth week of the following term, the "deferred" is replaced with a letter grade; otherwise it then becomes a "W," followed by the grade earned in that portion of the course which was completed.

Each candidate for the master's degree shall either write a thesis, which may be counted for not more than nine nor less than five hours' credit, carry out a special project, or take specific courses on the graduate level, as may be recommended by his advisory committee and approved by the Dean of the Graduate School. Each student who does not write a thesis must submit to the Graduate School Office, for its permanent records, a copy of a research paper as evidence of his knowledge of formal research techniques. The subject of the thesis is to be reported to the Graduate School Office by the student and is to be approved by the chairman of the advisory committee and the Dean of the Graduate School at least two quarters before the date of graduation. The completed thesis shall be submitted for evaluation to the members of the student's advisory committee at least three weeks before the expected date of graduation. Two copies of the approved thesis (the original and first carbon) must be presented to the Graduate School Office at least two weeks prior to the date of graduation, to be bound and shelved in the University Library.

Each candidate for a master's degree may be required by his major department to pass a comprehensive examination covering all his graduate work, including the thesis. This examination may be written or oral, or both, as determined by the student's advisory committee. If a written examination is required, at least half of it shall be of a subjective nature. The committee for the oral examination shall be appointed by the chairman of the major department.

The graduate student must file his application for graduation at least three weeks prior to the date of graduation. One copy of the application is to be presented to the Graduate School Office and one to the Registrar after clearance of the graduation fee at the Bursar's Office. Application forms may be secured from either of these offices.

The graduate student must assume responsibility for his progress by keeping an up-to-date record of the courses he has taken and by checking periodically with his adviser and the Graduate School Office. Responsibility for errors in program or in interpretation of regulations of the Graduate School rests entirely with the student.

Candidates are expected to meet requirements in force during the year of graduation, but due consideration will be given the fact that a student may have been admitted and may have planned his work when other requirements were current. Important changes in requirements are put into effect gradually. Any change in intention, no matter how minor, should be reported to the Graduate School Office, so that records may be accurately kept. It is especially important that the following data should be kept up to date on the student's record in the Graduate School Office: the major and minor, the degree for which the student is a candidate or a potential candidate, the chairman of the advisory committee, and the thesis adviser.

### *MASTER OF ARTS AND MASTER OF SCIENCE DEGREES*

A reading knowledge of a modern foreign language is required in all cases for the Master of Arts degree. The requirement also applies for the Master of Science degree for majors in those departments which have an undergraduate foreign language requirement. The major department in each case will determine whether the requirement is satisfied by one year of successful course work in the chosen language, or whether a special language examination, given by the Department of Foreign Languages, will be required. The foreign language requirement is to be fulfilled at least three months prior to graduation.

The requirement that a thesis be submitted is administered for each

individual student by the chairman of the major department, the student's chief adviser, and the Dean of the Graduate School. In most cases the requirement is met by the presentation of a formal thesis, written in the conventional manner, rather than by the substitution of specific courses or special projects.

### *MASTER OF FINE ARTS DEGREE*

Sixty hours of acceptable graduate credit are required for the Master of Fine Arts degree, of which a minimum of twenty-four hours must be on the 500 level. Further information may be obtained by writing the Graduate School or the Department of Art.

### *MASTER OF MUSIC AND MASTER OF MUSIC EDUCATION DEGREES*

Forty-eight hours of acceptable graduate credits are required for the Master of Music and Master of Music Education degrees, of which a minimum of twenty-four hours must be on the 500 level.

### *MASTER OF SCIENCE IN EDUCATION DEGREE*

Forty-eight hours of credit are required for the Master of Science in Education degree. A candidate for the degree who is a prospective teacher in the public schools of Illinois must meet the minimum educational requirements for teaching in Illinois, as established by the State Teacher Certification Board. Any exception to this rule must be approved by the Dean of the College of Education and the Dean of the Graduate School. The student should seek counsel regarding the completion of these courses before his first enrollment for graduate work.

The thesis requirement will be administered for each individual student by the chairman of the major department, the student's chief adviser, and the Dean of the Graduate School. For majors in educational administration and elementary education, Education 500 and Guidance 420 or 421 or 422 will be required in lieu of the thesis. There is no foreign language requirement for the degree of Master of Science in Education.

### *SPECIALIST'S CERTIFICATE (SIXTH-YEAR PROGRAM)*

Forty-five hours of work beyond the master's degree, selected with particular regard for each candidate's training and experience, are required

for the Specialist's Certificate, which may now be earned in the fields of educational administration, instructional supervision, elementary education, secondary education, guidance and counseling, and special education. (Eventual authorization of work in other fields is expected.) No transfer credit will be accepted. Up to sixteen hours may be taken in extension, in carefully selected courses. It is desirable for all credit to be taken in full-time residence and highly recommended that not more than sixteen hours be allowed for extension, evening, and Saturday courses. Students enrolled full-time on campus may earn as much as twelve hours per quarter. Those who are executing the duties of a regular teaching or administrative position may carry no more than one course per quarter. Candidates for the Specialist's Certificate may ordinarily take no more than twenty hours at the 400 level.

A field study is required of each candidate for the Specialist's Certificate. Its nature and the number of hours of credit it will carry are determined in each case by an advisory committee, which is named by the Dean of the Graduate School. Credit for the field study will range from six to nine hours.

Applicants should have had three years of successful teaching or administrative experience and must have had two. Candidates are to continue their specialization in the same area in which their majors or minors were earned at the master's level. The advisory committee will design a course of study to fit the needs of each candidate in terms of his educational background and plans for the future.

### *DOCTOR OF PHILOSOPHY DEGREE*

Those interested in working toward a doctor's degree should watch for special announcements from time to time, consult the Graduate Bulletin, or request to have their names placed on the Graduate School mailing list. Candidates may now apply in educational administration and supervision, elementary education, secondary education, government, microbiology, psychology, speech, speech correction, and zoology.

The minimum requirement for the Doctor of Philosophy degree is forty-eight hours, or its equivalent, beyond the master's degree or its equivalent, plus the dissertation. All work at other institutions offered in partial fulfillment of the requirements for the Doctor of Philosophy degree is submitted to the Graduate Council for approval, upon the recommendation of the department concerned, when the student applies for admission to candidacy for the degree. Any such transfer of credits will be subject

to the following rules: (1) that it be made an integral part of the student's total plan; (2) that it is of excellent quality; (3) that it was earned within five years preceding the date of the student's admission to candidacy for the Doctor of Philosophy degree at Southern Illinois University; (4) that credit earned more than five years prior to the request may be evaluated and rejected or accepted for partial value; (5) that in no case will the acceptance of transferred credit reduce the basic residence requirement or reduce such basic tools or requirements as the student's committee may prescribe. No more than twenty-four hours of credit may be transferred toward the Doctor of Philosophy degree, beyond the master's degree or its equivalent, except in cases in which the student's advisory committee recommends that work be taken elsewhere.

A "B" (4.0) average shall be required, as a minimum, for the Doctor of Philosophy degree. No course in which the grade is below "C" shall count toward the degree.

Competence in two foreign languages, or one language and statistics, shall be required of each candidate for the Doctor of Philosophy degree. The advisory committee is to decide in each case which alternative is to be followed, and which language or languages will be acceptable. Proficiency examinations may be used to test these competencies. If courses are taken to satisfy the special research tools requirement, they shall not count toward the minimum credit requirement for the degree.

Examinations will be given in French, German, Italian, and Spanish by members of the Department of Foreign Languages assigned in each case by the chairman of that department. Students may arrange with the department to take these examinations at any time that the University is in regular session, but they must pass them before they take their preliminary examinations. Students may present two or more books or periodicals, totaling no less than 700 pages, suggested by their major departments and accepted by the Department of Foreign Languages. The examiner will select passages from these books to be translated, with the aid of a dictionary, if necessary. The required proficiency will approximate that of a student who has completed two years of college language with a "B" average.

Doctoral candidates may substitute competence in statistics for one foreign language, with the approval of the major department. This competence may be demonstrated by the acceptable completion of a sequence of graduate courses in statistics in the Department of Guidance or Mathematics, or by passing a proficiency examination equivalent to the final examination of the final course in a given sequence and administered by its instructor. The individual departments are to determine whether courses

in statistics are to be required of each of their majors as a necessary part of the graduate program. Candidates who substitute competence in statistics for a foreign language may receive credit toward the doctorate for only those statistics courses taken beyond the basic one-year sequence in statistical inference, such as Mathematics 410-412 and 480-482, and Guidance 420, 520, and 521.

A program leading to the Doctor of Philosophy degree requires a minimum of three "years" in resident study at an accredited educational institution; such "years" ordinarily are defined as follows:

First year—The time required to fulfill all requirements for the master's degree or the equivalent.

Second year—The time required to progress from the completion of the first year's work through the completion of the preliminary examination. This involves obtaining satisfactory grades in an acceptable program of at least forty-eight hours of work, or its equivalent, completing the language requirement, and passing the preliminary examination.

Third year—The time spent between passing the preliminary examination and the completion of all requirements for the doctor's degree, including authorized research, writing a satisfactory thesis, and passing the final examination.

In order to achieve the Doctor of Philosophy degree one must be in full-time residence at graduate work at Southern Illinois University for a minimum of two academic years.

A student who spends the first two years in residence at Southern Illinois University may petition to spend the last year in absentia. A student who has completed the first year of graduate work elsewhere must be in residence during the two remaining years. In exceptional cases, a student with two years of graduate study elsewhere who satisfies his major department that he has completed work equivalent to the standard departmental requirements will be permitted to take the preliminary examination, provided he has fulfilled the language requirement. If such a student passes the preliminary examination he may complete the requirements for the Doctor of Philosophy degree by devoting the third year to research in residence.

Candidates may be given leaves of absence by the Graduate Council (not to exceed one-fourth of the required residence) to make use of special facilities elsewhere.

A student may partially satisfy the residence requirement by attending summer sessions at Southern Illinois University. Full-time attendance during four eight-week summer sessions is considered the equivalent of one academic year's residence. However, at some time during the second

or third years of his doctoral program the student must be in residence at the University through three successive quarters.

The term "residence" as used above means the physical presence of the candidate, from day to day, in the immediate area in which classes are offered, complete University library facilities are available, and academic supervision can be provided at any time at the discretion of the advisory committee. A student shall be considered in full-time residence only during those quarters in which he shall be registered for at least twelve hours of credit, or its equivalent in Thesis 600. The rate of residence credit given to students carrying less than twelve hours per quarter shall be determined by the Graduate Council.

All work for the Doctor of Philosophy degree must be completed in not more than five calendar years from the close of the quarter or semester in which the student is admitted to candidacy for the degree. If completion of requirements is delayed for reasons beyond the control of the student, he may request an extension of time by petitioning the Dean and the Graduate Council, but he should do so only after consultation with his adviser. Under such circumstances, a student may be required to take another preliminary examination and be admitted to candidacy a second time.

A dissertation showing high attainment in independent, original scholarship or creative effort shall be submitted toward the requirements for the degree of Doctor of Philosophy. It shall be supervised by a faculty member, who is recommended by the major department and approved by the Dean of the Graduate School, and who thus becomes chairman of the candidate's advisory committee. The topic of the dissertation must be approved by the supervisor, by the chairman of the major department or one authorized by him, and by the Dean of the Graduate School, before the project is undertaken.

The student must register for the course Thesis 600 for at least three normal full-time quarters or their equivalent. Students may register for Thesis 600 on a full-time or fractional basis. In any case the grade will be deferred until the thesis is completed and approved.

The dissertation must be approved by the supervisor and at least one other qualified reader before being circulated among advisory committee members. It must be submitted to the committee, in complete and acceptable form (see Graduate School regulations for preparation of manuscripts), one month before the date of graduation.

All dissertations will be microfilmed according to a plan approved by the Graduate School. One week before commencement the candidate must have fulfilled the following requirements:

1. Submission to the Graduate School of two typewritten copies of

his dissertation (one the original copy) and a certificate from his supervisor that they are complete and correct copies in satisfactory form for micro-filming.

2. Submission to the Graduate School of an abstract of the dissertation of 600 words or less (or a description of the project, if it is a creative work).

3. Pay fee sufficient to cover cost of publication of abstract, and micro-filming of the thesis.

If copyright is desired, an additional fee will be required. The dissertation will not be available for distribution until it has been microfilmed.

## THE GRADUATE INTERNSHIP PROGRAM IN EDUCATION

The Southern Illinois University Teacher-Supervisor-Administrator Internship Program is designed to meet the needs of graduate students who desire to obtain practical experience in a public school while working toward the Master of Science in Education degree, the Specialist's Certificate in the Sixth-Year Program, or the Doctor of Philosophy degree. Graduate students may enroll in either a teaching, a supervising, or an administrative curriculum, and may major on either the secondary or the elementary level. The form with which application for admission is made may be secured from the Director of Teacher Training and Graduate Internship, and should be completed and returned to him at the earliest possible date. Interns will be admitted in the order in which their applications are approved.

The schedule according to which credits in the Graduate Internship Program for the Master of Science in Education degree and the Specialist's Certificate are earned is as follows:

	HOURS
Summer session on campus. ....	12
The regular school year (during this period the student will be working under the supervision of a consultant from the office of the Director of Teacher Training and Graduate Internship).	
A field study. ....	4
Two Saturday or evening courses. ....	8
Teaching, supervisory, or administrative duties assigned by the public school and the University	

consultant acting together, on a half-time basis.

The co-operating public school will pay the intern a salary of approximately one-half that which would be received for full-time work. ....	0
One-half-time devoted to a "practicum" assigned by the consultant. ....	12
Summer session on campus. ....	12

Students working toward the Doctor of Philosophy degree will work on a schedule designed to meet their individual needs.

Prerequisites for participation in the Graduate Internship Program are as follows:

1. The application for admission should be filed with the Director of Teacher Training and Graduate Internship no later than the beginning of the spring quarter which precedes the summer session immediately prior to the actual internship.
2. In order for the applicant to be accepted, the application must receive the approval of the Dean of the Graduate School, the Director of Teacher Training and Graduate Internship, and the administrator of one of the public schools approved for the program.
3. In order for the application to be approved, the applicant must be a graduate of an accredited college or university, with a minimum of thirty-two hours of education including student teaching, and must be certified to teach in the state of Illinois.
4. Following acceptance, the applicant must meet with the Director of Teacher Training and Graduate Internship and an adviser so that a suitable curriculum can be designed.
5. Such factors as emotional maturity, adherence to democratic principles, moral character, and scholarship will be taken into consideration in the admission of applicants to the Graduate Internship Program.

## A GRADUATE STUDENT'S TIMETABLE

The following dates are for the guidance of the candidate for the master's degree, who is advised to plan to finish each task well in advance of the deadline and reminded that failure to meet an established deadline may result in postponement of graduation.

1. The English and required psychological tests are to be taken the first term in which the student is enrolled in a course given for residence credit.

2. Any general or departmental foreign language requirement is to be met at least three months prior to graduation.

3. The thesis subject is to be approved by the chairman of the advisory committee at least twenty weeks before the date of graduation and is then to be reported by the student to the Graduate School Office.

4. The student is to supply a copy of his thesis to each member of his committee at least two weeks before graduation.

5. The completed thesis must be approved by the Dean of the Graduate School at least ten days prior to graduation. Since the Dean may require certain changes, it should be presented for his inspection at an earlier date.

6. The preliminary checkup and application for graduation are to be made with the Graduate School Office and the Registrar at least three weeks prior to the graduation date.

All deadlines relating to the doctoral degree should be determined in each case by conference with the adviser and inquiry to the Graduate Office.



*Southern maintains a well-equipped library for research and study.*

# Instructional Units

Graduate courses are in three categories:

1. Courses numbered 400 to 499 are open to both seniors and graduate students. Seniors who wish to receive graduate credit for a 400 course during their last term of undergraduate study must apply for admission to the Graduate School and must obtain, at the time of registration, the approval of the instructor and the Dean of the Graduate School; and the instructor must indicate on the grade sheet which is submitted to the Registrar at the end of the term that the student has earned graduate credit in the course.

2. Courses numbered 500 to 599 are open only to graduate students. Undergraduates of advanced senior standing who are within sixteen hours of graduation and who have applied to the Graduate School may take 500 courses for graduate credit during the last quarter of undergraduate study.

3. The course numbered 600 represents work on the doctoral thesis.

A minimum of twenty-four hours of credit earned in 500-level courses is required for the master's degree.

## AGRICULTURAL INDUSTRIES

Graduate courses in agricultural industries may be taken for a major or a minor leading to the Master of Science degree.

414-4. AGRICULTURAL PROBLEMS AND POLICIES. Recognition of agricultural problems and their origins. Attempts to solve them. Prerequisites: Economics 205 and consent of instructor.

450-4. ADVANCED FARM MANAGEMENT. Methods of analyzing farm enterprises, comparing farm enterprises, comparing farm businesses, allocating farm resources, combinations of enterprises, and production factors. Prerequisite: 350. Field trips.

452-4. AGRICULTURAL PRICES. Fluctuation in the general price level, causes and stabilization policies as they affect agricultural prices. Price

- determination including the measurement of supply and demand, elasticity, and the theory of price stabilization as applied to agriculture. Prerequisites: Economics 205 and consent of instructor.
- 456-3. **AGRICULTURAL CO-OPERATIVES.** (Agricultural Marketing I.) Development of the agricultural co-operative movement, agricultural co-operative organization, legal requirements, principles and practices of Agricultural Co-operative Associations. Prerequisites: Economics 205, Agricultural Industries 354, or consent of instructor.
- 457-4. **LIVESTOCK MARKETING.** (Agricultural Marketing II.) Problems and their solutions in marketing livestock. Field trip to market center to observe operating problems. Prerequisites: Economics 205, Agricultural Industries 354, or consent of instructor.
- 458-4. **GRADING AND MARKETING OF FIELD CROPS.** (Agricultural Marketing III.) Grading and marketing factors affecting the quality of grain and hay crops; standards employed in their classification and grading in the commercial markets; laboratory practices in grading; economic problems and market operations in marketing field crops. Field trips to commercial grain-grading laboratory and marketing center. Prerequisites: Economics 205, Plant Industries 209, Agricultural Industries 354, or consent of instructor.
- 520-1 to 6. **READINGS.** Contemporary books and periodicals on selected areas of the field.
- 554-4. **ADVANCED AGRICULTURAL MARKETING.** Current complex problems in agricultural marketing and methods of developing solutions; co-operative activities. Prerequisite: 12 hours or equivalent in economics and agricultural economics.
- 575-1 to 6. **RESEARCH.** Directed research in selected areas of agricultural industries.
- 581-1 to 6. **SEMINAR.** Problems relating to various phases of the field of agricultural industries, such as farm management, marketing, prices, farm policy, land economics, etc.
- 599-3 to 9. **THESIS.**

## ANIMAL INDUSTRIES

Graduate courses in animal industries may be taken for a major or a minor leading to the Master of Science degree.

- 415-4. **ANIMAL NUTRITION.** Physical and chemical properties of nutrients; digestion and metabolism; functions and utilization of nutrients; principles involved in determination of nutritive requirements. Prerequisite: 315.
- 420-4. **COMMERCIAL POULTRY PRODUCTION.** Broilers, layers, and turkeys as adapted to poultry specialty farms. Field trips. Prerequisite: 125.
- 423-3. **POULTRY NUTRITION.** Nutrients, vitamins, chemical and biological analysis as related to production. Ration requirements and formulation, methods and economics of feeding. Prerequisites: 125, 315.
- 430-4. **DAIRY PRODUCTION.** Milk production; feeding, breeding, calf raising;

- records, buildings, and equipment; sanitation; and diseases. Field trip, approximate cost \$2.00. Prerequisites: 231, 315.
- 431-4. **PHYSIOLOGY OF REPRODUCTION AND ARTIFICIAL INSEMINATION OF FARM ANIMALS.** Physiology of reproduction and modes of inheritance in farm animals. Breeding problems and systems of breeding as related to economic production. Prerequisites: 105 or 231, Zoology 100.
- 433-3. **DAIRY CATTLE FEEDING.** Nutrient requirements of dairy cattle. Feeding calves and heifers for economical growth and cows for economical milk production. Pasture, hay, and silage utilization in milk production. Prerequisites: 231, 315.
- 457-4. **LIVESTOCK MARKETING.** (Same as Agricultural Industries 457.) Problems and their solution in marketing livestock. Field trip to market center to observe operating problems. Prerequisite: Economics 205.
- 465-4. **SWINE PRODUCTION.** Breed selection, breeding, feeding, management, and marketing of swine. Field trip, approximate cost \$3.00. Prerequisites: 105, 315.
- 475-4. **APPLIED PHYSIOLOGY OF FARM ANIMALS.** Physiology and anatomy as applied to livestock production. Prerequisites: 105 and organic chemistry.
- 480-4. **SHEEP PRODUCTION.** Breeding, feeding, and management of sheep. Field trip, approximate cost \$3.00. Prerequisites: 105, 315.
- 485-4. **BEEF PRODUCTION.** Breeding, feeding, and management of beef and dual-purpose cattle. Field trip, approximate cost \$3.00. Prerequisites: 105, 315.
- 486-4. **THE RANGE LIVESTOCK INDUSTRY.** Designed to acquaint advanced animal industries students with range livestock operation; consists of full-time classroom review of beef cattle and sheep production followed by a two- to three-week field trip through the range area. Prerequisites: 380, 385. Summer only.
- 487-3. **COMMERCIAL LIVESTOCK FEEDING.** Principles and problems in fattening beef cattle and sheep for market. Prerequisites: 105, 315.
- 505A-5, 505B-2. **RESEARCH METHODS IN AGRICULTURAL SCIENCE.** Training and experience in designing experiments and use of various techniques in agricultural research. Prerequisite: consent of instructor.
- 520-1 to 6. **READINGS IN ANIMAL INDUSTRIES.** Readings in specialized fields under direction of approved graduate specialists.
- 525-4. **ADVANCED POULTRY PRODUCTION.** Study and interpretation of the objectives, design, and results of research in poultry feeding, breeding, and management.
- 530-4. **ADVANCED DAIRY PRODUCTION.** Study and interpretation of research in dairy farming, including buildings, herd management, quality milk production, and dairy marketing problems.
- 565-4. **ADVANCED SWINE PRODUCTION.** Study and interpretation of research in swine feeding, breeding, housing, management and marketing problems.
- 575-1 to 6. **INDIVIDUAL RESEARCH.** Investigation of a problem in animal science under the supervision of an approved graduate specialist in that field.
- 580-4. **ADVANCED SHEEP AND WOOL PRODUCTION.** Research findings in sheep and wool production problems.
- 581-1 to 6. **SEMINAR.** Problems relating to various phases of animal industries.

- 585-4. ADVANCED BEEF PRODUCTION. Principles and practices in beef cattle production in the light of research findings.  
599-6 to 9. THESIS.

## ANTHROPOLOGY

Candidates for the Master of Arts degree may take a major or minor in anthropology. The amount of work required of a student will be determined on an individual basis by the department but as a minimum will require forty-eight hours of acceptable graduate work, excluding thesis, and thirty-two hours in anthropology exclusive of thesis credit. Students with undergraduate majors in fields other than anthropology are expected to concentrate in anthropology. Students with undergraduate majors in anthropology are expected to take a minimum of sixteen hours as a minor, in another field.

In addition to their course work, anthropology students are required



*Panare Indian couple from the jungles of Venezuela. Field studies on these people have been a part of the research carried on by faculty of the Department of Anthropology.*

to pass three examinations: qualifying, language, and comprehensive; and write an acceptable thesis. The qualifying examination is usually taken at the beginning of the student's first quarter if he were an anthropology undergraduate major. A delay will be granted for non-anthropology majors, but in no case will it be more than four quarters. This examination determines whether a student may proceed unconditionally, conditionally, or not at all as an anthropology student.

The language examination must be passed before a student may take his comprehensive examination. The languages which may be used to fulfill this requirement are at the discretion of the department, but emphasis is upon French, German, Russian, and Spanish.

A comprehensive examination must be passed before admission to candidacy. It is expected that a student will take this examination at the end of the quarter in which he completes his course work, exclusive of his thesis. This examination consists of a three-hour written part and a two-hour oral part. The results of this examination will determine a student's admission or denial to candidacy and will be followed by selection of a thesis topic and its completion within no longer than two quarters. Except in unusual cases it is expected that the thesis will be written in residence at Southern Illinois University.

For more detailed information concerning the above requirements, inquiry should be directed to Dr. Walter W. Taylor, Chairman, Department of Anthropology.

- 401-4. HISTORY OF ANTHROPOLOGICAL THOUGHT. A brief history of the growth of anthropology up to about 1850, followed by an intensive survey of the changing concepts and ideas in anthropology during the past hundred years.
- 403-4. ANTHROPOLOGY AND MODERN LIFE. The uses of anthropology in the present-day world. How the anthropologist aids the administrator, business man, government official, and other specialists.
- 405-4. THE BUILDING OF CULTURES. The factors involved in the growth, change, and disruption of specific cultural patterns. The theory of innovation and culture change.
- 410-4. PRINCIPLES OF ANTHROPOLOGY. Survey of the various fields of anthropology for upper-division and graduate students. Covers physical and cultural anthropology, including human origins, the beginnings and development of culture, the archaeology and ethnology of both Old and New Worlds, and the practical applications of anthropology to modern life.
- 412A, B, C-2 to 12. ARCHAEOLOGICAL CULTURES OF ABORIGINAL AMERICA. Intensive study of archaeological cultures. Subject matter and focus will vary.
- 414A, B, C-2 to 12. ETHNOLOGICAL CULTURES OF ABORIGINAL

- AMERICA. Intensive study of ethnological cultures. Subject matter and focus will vary.
- 431-4. THEORY AND METHOD IN ARCHAEOLOGY. The conceptual scheme of prehistoric research and the methods which implement it in actual practice.
- 433-4. FIELD AND RESEARCH METHODS IN CULTURAL ANTHROPOLOGY. Survey of the methods used in the field and in the analysis and presentation of research on living peoples. Organization, field situations, and documentary research will be stressed.
- 445-2 to 8. SOUTH AMERICAN STUDY TOUR. See Foreign Languages 445 for course description.
- 451-4. SOCIAL ANTHROPOLOGY. Theory and method in community study; functional analysis, cultural themes and values in both primitive and modern cultures.
- 453-4. PRIMITIVE RELIGIONS. The origins of religion and a survey of religions past and present, with emphasis on the beliefs of primitive peoples.
- 455-4. PRIMITIVE CULTURES AND EDUCATION. How primitive peoples teach and pass on specific cultural patterns. Our own methods and goals in helping primitive peoples adapt themselves to modern culture.
- 461-4. PRIMITIVE ARTS AND CRAFTS. The development of man as a tool-using and art-loving animal. The artistic and manufacturing traditions of modern primitive peoples.
- 463-4. MUSEUM ADMINISTRATION AND TECHNIQUES. Lectures and practical experience in the preparation of specimens and exhibits. Problems in museum management.
- 465-4. RESEARCH TECHNIQUES AND AIDS FOR THE ARCHAEOLOGIST. An intensive survey of technical aids and research practices useful in the field and in the laboratory.
- 481-4. SEMINAR IN ANTHROPOLOGY. The topic and instructor of this seminar will vary from year to year.
- 483-2 to 8. RESEARCH IN ANTHROPOLOGY. Guided research on anthropological problems.
- 485-2 to 8. READINGS IN ANTHROPOLOGY. Guided readings designed to cover special topics and to fill gaps in the student's basic anthropological reading.
- 487-4. CURRENT ANTHROPOLOGICAL LITERATURE. Guided readings and reports, organized as a seminar, upon topics current in the most recent anthropological publications.
- 490-4 to 8. ADVANCED FIELD WORK IN ANTHROPOLOGY. Guided preparation for field work and actual field experience in any of the several branches of anthropology.
- 501-4. PRO-SEMINAR IN ANTHROPOLOGY. Anthropology as an academic and research discipline. A survey of the personnel and source materials of the profession, professional standards, values, and ethics.
- 581-4 to 8. GRADUATE SEMINAR IN ANTHROPOLOGY. The topic and instructor will vary.
- 582-2 to 8. ADVANCED PROBLEMS IN ARCHAEOLOGY. A research course designed to provide intensive study of archaeological topics.

- 584-2 to 8. ADVANCED PROBLEMS IN CULTURAL ANTHROPOLOGY. A research course designed to provide intensive study of topics pertaining to ethnology, linguistics, or social anthropology.
- 585-2 to 8. ADVANCED READINGS IN ANTHROPOLOGY. Guided readings for the advanced student.
- 590-4 to 8. GRADUATE FIELD WORK IN ANTHROPOLOGY. Preparation for the field and actual field work, the design and prosecution of original research leading to publication and/or the writing of the thesis for a graduate degree.
- 599-2 to 9. THESIS.

## ART

Graduate programs in art lead to the degrees of Master of Fine Arts, Master of Arts, Master of Science, and Master of Science in Education. The candidate is expected to select an area of specialization (i.e., painting, weaving, art education) around which his program will be planned in consultation with the chairman of his advisory committee appointed by the Graduate School.

The Master of Fine Arts, Master of Arts, and Master of Science degrees require the attainment of a professional level of performance in the area of specialization as evidenced by the successful presentation of a graduate exhibition scheduled near the end of residence. During residence, students are encouraged to submit their work to various local, regional, and national juried exhibitions.

Those seeking the Master of Science in Education degree are required to complete sixteen hours of work advised by the College of Education.

No general statement can be made concerning undergraduate requirements in art for admission to candidacy for one of the graduate degrees. A strong undergraduate major in art is desirable. The student who lacks such preparation may, on the recommendation of the chairman of his committee, be required to complete undergraduate "deficiencies." In such cases, quality of work rather than appraisal of credits provides the basis for judgment.

The art department reserves the right to select an example of the work of each candidate for the master's degree. Such works become a part of the permanent collection of student works from which exhibitions may be prepared.

Throughout the year, a program of exhibitions is presented in the Allyn Gallery. Exhibitions are chosen with the intention of providing students and interested public with a continuous experience of viewing and

judging significant and representative works of art of contemporary or historical character.

#### STUDIO COURSES

- 401-2 to 12. RESEARCH IN PAINTING.
- 406-2 to 12. STUDIO IN PAINTING.
- 410-2 to 12. RESEARCH IN PRINTS.
- 416-2 to 12. STUDIO IN PRINTS.
- 420-2 to 12. RESEARCH IN POTTERY.
- 426-2 to 12. STUDIO IN POTTERY.
- 430-2 to 12. RESEARCH IN METAL CONSTRUCTION.
- 436-2 to 12. STUDIO IN METAL CONSTRUCTION.
- 440-2 to 12. RESEARCH IN WEAVING.
- 446-2 to 12. STUDIO IN WEAVING.
- 501-2 to 12. SEMINAR IN PAINTING.
- 506-2 to 12. RESEARCH IN PAINTING.
- 511-2 to 12. SEMINAR IN PRINTS.
- 516-2 to 12. RESEARCH IN PRINTS.
- 520-2 to 12. SEMINAR IN POTTERY.
- 526-2 to 12. RESEARCH IN POTTERY.
- 530-2 to 12. SEMINAR IN METAL CONSTRUCTION.
- 536-2 to 12. RESEARCH IN METAL CONSTRUCTION.
- 540-2 to 12. SEMINAR IN WEAVING.
- 546-2 to 12. RESEARCH IN WEAVING.
- 599-5 to 9. THESIS.

#### ART EDUCATION COURSES

- 460-2 to 12. RESEARCH IN ART EDUCATION.
- 466-2 to 12. STUDIO IN ART EDUCATION.
- 560-2 to 12. SEMINAR IN ART EDUCATION.
- 566-2 to 12. RESEARCH IN ART EDUCATION.

#### HISTORY AND APPRECIATION COURSES

- 444-3. ART OF THE TWENTIETH CENTURY. The principal movements and styles of twentieth-century art with special emphasis upon change in modern society.
- 449-3. RENAISSANCE ART. Fifteenth- and sixteen-century European art with consideration of the significance of Renaissance art to the growth of Humanism.
- 471-3. BAROQUE PAINTING IN ITALY. Major developments in style and expression in Italian painting from the late Mannerist period until the early eighteenth century.
- 475-3. IMPRESSIONIST AND POST-IMPRESSIONIST PAINTING. The late nineteenth century in France: Impressionism, Neo-Impressionism, Pointillism, and early Expressionism. The styles of Manet, Monet, Degas, Renior, Seurat, Van Gogh, and Cezanne receive emphasis.
- 482A, B, C-3 to 9. ART HISTORY SEMINAR. Lectures, readings, and reports on artists, styles, subjects of special interest which will be announced periodically by the art department.

## ASIAN STUDIES

Courses are available in the field of Asian Studies and are open to candidates for degrees in the Graduate School. All such courses are offered by the subject departments of the University and are listed in the department sections. These courses include: Anthropology 403; Economics 581; Geography 522; Government 457, 458, 459, 460, 480; History 410, 590.

Although no graduate major or minor is offered in Asian Studies, interested graduate students may consult with members of the Committee on Asian Studies in regard to their programs or research. Further information may be obtained by writing to the Committee on Asian Studies or to its members: F. F. Cunningham, Professor of Geography; William H. Harris, Associate Professor of Philosophy; Hellmut A. Hartwig, Professor of Languages; H. B. Jacobini, Associate Professor of Government; C. H. Lange, Associate Professor of Anthropology; P. C. Kuo, Associate Professor of History; A. E. Lean, Professor of Educational Administration and Supervision, and Daniel L. Spencer, Associate Professor of Economics, Chairman.

## BOTANY

Graduate courses in botany may be taken as a major or minor leading to the Master of Arts and Master of Science degrees, or as a part of a biological science major leading to the Master of Arts, Master of Science, and Master of Science in Education degrees, or as a minor leading to the doctoral degree in the related biological sciences.

- 403-3. HISTORY AND PRINCIPLES OF PLANT TAXONOMY. Important concepts in plant classification through the ages, and study of the Code of Nomenclature. Consideration of the functions of genetics, evolution, morphogenesis, and ecology in modern taxonomy. Prerequisite: 203 or approval of the instructor.
- 404-5. THE ALGAE. Structure, development, and relationships of the algae. Laboratory and some field work. Prerequisites: 101 or 102, 202.
- 405-5. MYCOLOGY. Structure, development, and relationships of fungi. Problems of economic and scientific interest stressed. Laboratory. Prerequisites: 101 or 102, 202.
- 411-5. THE BRYOPHYTES AND PTERIDOPHYTES. Structure, development, and relationships of the liverworts and mosses, and the ferns and fern allies. Laboratory. Prerequisites: 101 or 102, 202.
- 412-5. THE SPERMATOPHYTES. Structure, development, and relationships of the gymnosperms and angiosperms. Laboratory. Prerequisites: 101 or 102, 202, 203.

- 425-5. ADVANCED PLANT PHYSIOLOGY I. Water relations, mineral nutrients, and colloidal phenomena in plants. Laboratory. Prerequisites: 101 or 102, 202, 310, 320. Desirable antecedents: year of chemistry, some physics.
- 426A-3. BIOCHEMISTRY AND PHYSIOLOGY OF MICROORGANISMS. (Same as Microbiology 425.) 3 hours lecture. Prerequisites: Microbiology 201 and organic chemistry.
- 426B-2. BIOCHEMISTRY AND PHYSIOLOGY OF MICROORGANISMS. (Same as Microbiology 426.) 4 hours laboratory.
- 430-5. ADVANCED PLANT PHYSIOLOGY II. Photosynthesis, plant pigments, plant foods, enzymes, respiration, growth, and movement. Laboratory. Prerequisites: 101 or 102, 202, 310, 320. Desirable antecedents: year of chemistry, some physics.
- 440-4. ECOLOGY OF GRASSES AND GRASSLANDS. Structure, analysis and dynamics of grassland communities; structure and growth of individual species. Field and laboratory work, approximate cost \$5.00. Prerequisite: 340 or consent of instructor.
- 450-3. PLANT GEOGRAPHY. A world survey of natural areas of vegetation. Evolution of floras and present distribution. Prerequisites: 101 or 102, 202, 203, or consent of instructor.
- 451-5. INTRODUCTION TO FLORISTICS. Principles involved and methods used in the analysis of the flora of an area. Prerequisite: 203 or consent of instructor.
- 455-4. MEDICAL MYCOLOGY. Fungi which are responsible for infection of man and animals. Problems of classification, identification, isolation, and activity of these fungi. Prerequisites: 405, Microbiology 100 or consent of instructor.
- 470A-3. METHODS IN BIOLOGY. (Same as Zoology 470.) Methods, objectives, types of courses. Laboratory and field trips. Prerequisite: major in botany or zoology.
- 470B-3. RESEARCH FOR BIOLOGY TEACHERS. (Same as Zoology 470B-3, Physiology 470B-3.) An experience in research in the biological sciences. To be assigned by the chairmen of various departments. To be completed in one term or one year.
- 480-4. CLASSIC PRINCIPLES OF BOTANY. Theories, principles, and developments in the various divisions of the plant sciences. Prerequisites: 101 or 102, 131, or 350, or consent of instructor.
- 501-4. PLANT BIOLOGY FOR HIGH SCHOOL TEACHERS. Field work is required. The principles of plant biology are illustrated in the field. Emphasis is placed on the relation of the plant to the environment. Two lectures and two laboratories per week. Open to all graduate students. Prerequisite: one year of biological science.
- 502-2. RECENT DEVELOPMENTS IN BIOLOGICAL SCIENCES. (Same as Zoology 502.) A series of lectures based upon recent research, designed to acquaint the teacher with advances and changes in concepts. Prerequisite: one year of biological science.
- 503-5. ADVANCED TAXONOMY. Methods for delimitation and diagnosis of plant populations. Plants, both native and cultivated, may be studied at any level in the taxonomic structure. Prerequisite: 403 or consent of instructor.

- 510-5. BIO-ECOLOGY. (Same as Zoology 510.) Composition and development of biotic communities, and the relationships of plants and animals to their environment. Prerequisite: approval of department. Laboratory and field trips, approximate cost \$10-20.
- 520-5. PHYSIOLOGY OF THE FUNGI. Environmental and nutritional factors involved in the growth, reproduction, and metabolism of the fungi. Prerequisite: approval of department.
522. ADVANCED HISTOLOGICAL TECHNIQUE. Preparation and presentation of research materials. Laboratory work only. Prerequisite: approval of department. Credit on work completed.
- 525-5. CYTOLOGY. Microscopical study of protoplasm, including mitosis and meiosis; discussions of cytological behavior. Laboratory. Prerequisite: approval of department.
- 533-3 to 4. PHYSIOLOGY OF GROWTH. External and internal factors as they affect development and growth of plants, photoperiodism, and the role of growth-promoting substances. 1 hour to be arranged. Prerequisite: 320.
- 540-5. ECOLOGY OF FORESTS AND ARABLE LANDS. Ecology of forests and arable lands; studies in secondary succession. Field trips, approximate cost \$10. Prerequisite: 340 or equivalent.
- 551-4. THE NATURAL VEGETATION OF THE CENTRAL MISSISSIPPI BASIN. Floristic studies of the vegetation which occurs in the central basin of the Mississippi River. Prerequisite: 451 or consent of instructor.
- 570-2 to 5. READINGS.
- 580-1 to 4. SEMINAR. To be taken by all graduate students. Course will be modified to meet the needs of the students enrolled.
- 590-2 to 4. INTRODUCTION TO RESEARCH. Methods of presentation of research materials, including written reports, graphs, photographs, bibliographies.
- 591-3 to 9. RESEARCH. Assignments involving research and individual problems. Prerequisite: approval of department. Students to register for not fewer than 3 hours per quarter nor more than 3 quarters.
- 599-3 to 9. THESIS. Work involved in the research for and presentation of a thesis. Not more than 9 hours nor fewer than 5 hours will be allowed on thesis work. Student advised to take no more than 3 hours per quarter. Before applying for the full 9 hours, students should check the total hours in 591 and 599, which cannot exceed 15 hours to be applied to the master's degree.

## BUSINESS

The Departments of Accounting, Management, and Marketing combine in offering a major in business on the graduate level leading to the Master of Science degree. Within the limits of courses offered, the individual candidate may concentrate his work in any of these three areas. All candidates will be expected to offer a substantial amount of work in economics.

Courses in these areas may also be taken as a minor by graduate students majoring in other departments of the University.

### ACCOUNTING

- 410-4. SURVEY OF ACCOUNTING. To permit non-accounting majors and teachers to study advanced accounting from the standpoint of its usefulness in controlling and administering an enterprise. Critical analysis of reports, statements, and other accounting data but with little attention given to accounting techniques used in collecting and reporting such information. Prerequisite: 250 or 253 or equivalent. Not open to accounting majors.
- 432-4. PROBLEMS IN FEDERAL TAXATION. Income tax problems which arise from partnership, corporation, estate, and trust types of organization. Federal estate and gift taxes. Student does research in source materials in arriving at solutions to complicated tax problems. Prerequisite: 331.
- 442-4. ADVANCED COST ACCOUNTING. Standard costs and distribution costs. Special problems in cost accounting, including joint product, by-product, and capacity costs. Prerequisite: 341.
- 458-4. ACCOUNTING SYSTEMS. Problems in accounting systems design and installation. Examination of existing systems and practice in system design. Prerequisites: 341, 352.
- 459-4. INTERNSHIP IN ACCOUNTING. Supervised work experience in professional accounting. Prerequisite: outstanding record in accounting and recommendation of the committee on internship.
- 461-4. CPA AND ADVANCED ACCOUNTING PROBLEMS. Problems from the examinations sponsored by the American Institute of Certified Public Accountants and given in the last few years. Some problems also drawn from other sources. Prerequisites: 341, 352.
- 500-2 to 5. READINGS IN ACCOUNTING. Directed readings on selected topics in the accounting field.
- 501-2 to 5. INDIVIDUAL RESEARCH IN ACCOUNTING. Directed research in selected areas of accounting.
- 550-4. ACCOUNTING THEORY. Contemporary advanced accounting theory, including controversial issues with emphasis on net income determinations and asset valuation. Particular attention given to current publications of the profession and governmental agencies. Prerequisite: 352 or 410 or equivalent.
- 557-4. ADVANCED ACCOUNTING. A study of more advanced auditing procedures applicable to medium and large scale businesses. Not only is careful attention given to auditing standards as outlined by the American Institute of Certified Public Accountants, but rulings of governmental agencies, such as the Securities and Exchange Commission, affecting auditing procedures are analyzed. Prerequisite: Accounting 356 or consent of instructor.
- 562-4. CERTIFIED PUBLIC ACCOUNTING AND ADVANCED ACCOUNTING PROBLEMS II. A problems course including some highly technical

Certified Public Accountant examination problems not studied in undergraduate courses.

599-2 to 9. THESIS.

## MANAGEMENT

- 421-4. **MANAGEMENT OF BUSINESS FINANCE.** The principal problems of managing the financial operations of an enterprise. Emphasis upon analysis and solutions of problems pertaining to policy decisions. Scope includes both short-term working capital and long-term financing. Prerequisite: 320.
- 428-4. **LIFE INSURANCE.** Particular attention given to policy forms and provisions, reserve and investment problems, company organization, legal aspects, taxation, and personal and business needs. Prerequisite: 327.
- 429-4. **FIRE AND CASUALTY INSURANCE.** Economic services performed, contracts, benefits, and premiums of fire and casualty insurance. Prerequisite: 327.
- 455-3. **PROGRAMMING FOR DIGITAL COMPUTERS.** An intensive course in digital computer programming using an IBM 650 computer for laboratory work. Topics include computer organization and characteristics; machine language coding; flow charts, sub-routines; optimum and symbolic coding; compilers and interpretive systems. Prerequisite: consent of instructor.
- 472-5. **SMALL BUSINESS.** The position of small business in the national economy, including organization, financing, location, personnel policies, merchandising practices, records, government regulations, and taxes. Prerequisite: Economics 205 and senior standing.
- 473-4. **BUSINESS ENTERPRISE AND PUBLIC POLICY.** Some major problems of social control of business arising out of the operation of business in modern society; the necessity for control, types of control from business self-regulation to government ownership, the effect of control on business, and the general effect of control on the well-being of society. Prerequisite: senior standing in business.
- 475-4. **BUDGETING AND SYSTEMS.** Budgeting and system as aids in coordinating and directing business operation. Prerequisites: Accounting 253, Management 320.
- 479-2 to 8. **PROBLEMS IN BUSINESS AND ECONOMICS.** Application of economic theory to practical business problems. Open to undergraduate majors and graduate minors in business administration or economics. Prerequisite: senior standing in business.
- 480-4. **SEMINAR IN LABOR LAW.** An analysis of the constitutional aspects of recent cases that have arisen interpreting the Taft-Hartley Act, Fair Labor Standards Act, Fair Employment Practices Law, and "right-to-work" laws. Prerequisite: two terms of business law or Economics 310 or Government 395.
- 481-4. **ADMINISTRATIVE MANAGEMENT.** An intensive study of the principles of management and their application to the current industrial setting. Lecture and case methods will be used. Prerequisite: 340 (formerly 471).
- 500-2 to 5. **READINGS IN BUSINESS ADMINISTRATION.** Directed readings

in classical and current writings on selected topics. Prerequisite: consent of instructor.

- 501-2 to 5. **INDIVIDUAL RESEARCH IN BUSINESS ADMINISTRATION.** Directed research in selected areas of business administration.
- 527-3 to 5. **SEMINAR IN FINANCE.** Current issues and practices in business finance. Each student will select a problem for intensive exploration and report his findings to the class. Prerequisite: 421 or consent of instructor.
- 540-5. **HISTORY AND THEORY OF MANAGEMENT.** An analytical study of the background and growth of management theory from its beginnings with Taylor and Fayol to the present. Emphasis will be largely on industrial application. Individual reports as well as case and lecture methods will be used. Prerequisite: 481.
- 599-2 to 9. **THESIS.** Prerequisite: consent of instructor.

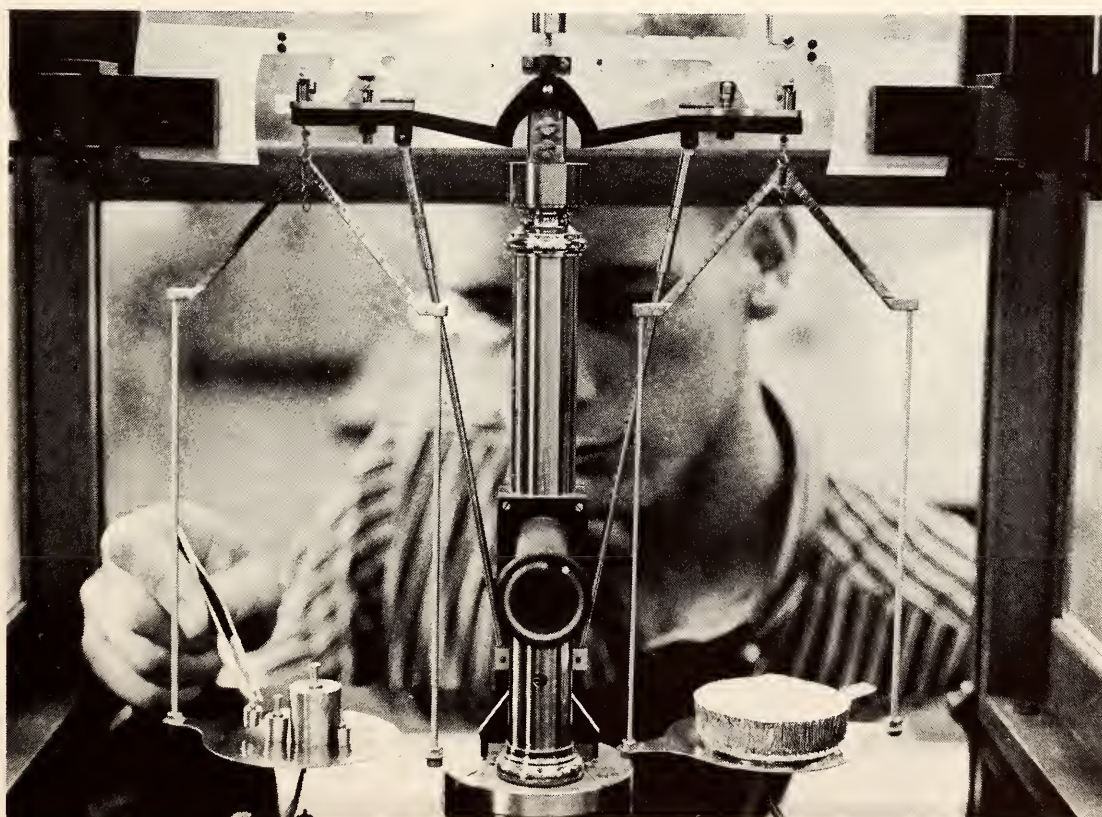
## MARKETING

- 438-4. **SALES MANAGEMENT.** Developing and training a sales force. The different types of sales forces. Managing sales functions; determining salesmen's territories, quotas, compensation. Budget preparation. Developing and implementing the merchandise plan. Prerequisites: 330, 337, or consent of the instructor.
- 451-4. **TRAFFIC MANAGEMENT.** Analysis of the traffic management problems of rate determination, routing and documentation, damage claims, terminal charges, demurrage, reconsignment, and conversion with emphasis upon co-operative aspects of traffic management. Prerequisite: 341.
- 463-3. **ADVERTISING MANAGEMENT.** Analysis of the effective use of advertising by management. Emphasis upon the selection of advantageous advertising programs under different marketing mixes. Prerequisite: 333.
- 500-2 to 5. **READINGS IN MARKETING.** Readings in classical and current writing on selected topics in various areas in the field of marketing.
- 501-2 to 5. **INDIVIDUAL RESEARCH IN MARKETING.** Directed research in marketing.
- 550-4. **GRADUATE SURVEY OF MARKETING.** An over-all view of the field of marketing and the field of policy-making decisions. Cases are used to illustrate the theory covered. An accelerated course. Not open to students who have had Marketing 330.
- 590-4. **MARKETING RESEARCH AND ANALYSIS.** The development of the procedures, methods, and theory underlying quantitative and qualitative analysis of primary and secondary market data. Prerequisites: 330 or 550 and one quarter of basic statistics or its equivalent, or consent of the instructor.
- 595-3. **SEMINAR IN MARKETING.** Problems in marketing theory, research, and policy. May be repeated by a student no more than two times. Prerequisite: 330 or 550.
- 599-2 to 9. **THESIS.**

## CHEMISTRY

Graduate chemistry courses may be taken as a major or as a minor toward the Master of Arts and Master of Science in Education degrees. Graduate courses in chemistry may also be taken as part of a physical science major leading to the Master of Arts, Master of Science, and Master of Science in Education degrees.

- 401-3. GENERAL AND INORGANIC CHEMISTRY—REFRESHER. Prerequisite: one year of college chemistry or equivalent. Not to be counted toward chemistry major or minor.
- 404-3. ORGANIC CHEMISTRY—REFRESHER. Prerequisite: one year of college chemistry or equivalent. Not to be counted toward chemistry major or minor.
- 411-3. INTERMEDIATE INORGANIC CHEMISTRY. Modern inorganic chemistry involving atomic structure, chemical bonds, complexes, and chelate structures; chemistry of familiar and less familiar elements. 3 lecture hours per week. Prerequisites: 331, 306 or 343.
- 412-4. INORGANIC PREPARATIONS. A study of several important inorganic



- syntheses. 1 lecture and 6 laboratory hours per week. Prerequisites: 331, 306 or 343.
- 432-4. INSTRUMENTAL ANALYTICAL TECHNIQUES. Theory and practice of common instrumental analytical measurements. 2 lecture and 6 laboratory hours per week. Prerequisites: 331, 306 or 343, and one year of physics.
- 433-4. INTERMEDIATE QUANTITATIVE ANALYSIS. A comprehensive study of complex methods of analysis, with emphasis on separations. 2 lecture and 6 laboratory hours per week. Prerequisite: 460 or 462.
- 446-4. QUALITATIVE ORGANIC CHEMISTRY. A systematic study of the separation and identification of organic compounds by a procedure based on solubility and classification reagents. 2 lecture and 6 laboratory hours per week. Prerequisite: 306 or 343.
- 447-3. QUANTITATIVE ORGANIC ANALYSIS. The determination of functional groups and elements commonly found in organic compounds by selected methods of analysis; illustration of general method of procedure in the field of quantitative organic chemistry. 1 lecture and 6 laboratory hours per week. Prerequisite: 306 or 343.
- 451-4. BIOCHEMISTRY. Carbohydrates, fats and related substances, proteins and amino acids, enzymes, digestion, absorption, and detoxication. 3 lecture and 3 laboratory hours per week. Prerequisite: 460 or 462.
- 452-4. BIOCHEMISTRY. The blood and lymph; acid-base regulation; metabolism of carbohydrates, lipids, and proteins; urine; calorimetry and energy metabolism; nutrition and vitamins; and hormones. Analysis of blood and urine. 3 lecture and 3 laboratory hours per week. Prerequisite: 451.
- 460-5. THEORETICAL CHEMISTRY. A one-quarter course on the traditional aspects of physical chemistry without the requirement of calculus. 4 lecture and 3 laboratory hours per week. Prerequisites: 331, 306 or 343, and one year of physics or consent of instructor.
- 461-4. PHYSICAL CHEMISTRY. Gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria. 3 lecture and 3 laboratory hours per week. Prerequisites: 343, twelve hours of physics, and one year of calculus. 331 to be taken concurrently.
- 462-4. PHYSICAL CHEMISTRY. A continuation of 461, including chemical kinetics, electrical conductance, electromotive force, and electrolytic equilibrium. 3 lecture and 3 laboratory hours per week. Prerequisite: 461.
- 463-4. PHYSICAL CHEMISTRY. A continuation of 462, including chemical thermodynamics, the quantum theory, nuclear structure, photochemistry, atomic and molecular structure. 3 lecture and 3 laboratory hours per week. Prerequisite: 462.
- 471-3. INDUSTRIAL CHEMISTRY. A survey course on modern industrial chemistry and an introduction to chemical research processes. 3 lecture hours per week. Prerequisite: 306 or 343.
- 490-2. CHEMICAL LITERATURE. A description of the various sources of chemical information and the techniques for carrying out literature searches as well as an introduction to nomenclature. 2 lecture hours per week. Prerequisites: 331, 306 or 343, reading knowledge of German or consent of instructor.
- 496-2 to 6. CHEMICAL PROBLEMS. Investigation of relatively simple prob-

- lems under the direction of a staff member. Prerequisites: senior standing, major in chemistry with 4.0 average, and consent of department.
- 511-3. ADVANCED INORGANIC CHEMISTRY. A theoretical and empirical treatment of chemical bonding and molecular structure. Lecture. Prerequisite: 460 or 461.
- 512-3. ADVANCED INORGANIC CHEMISTRY. A systematic consideration of the chemistry of the elements, including special topics such as non-aqueous solvent systems, inorganic stereochemistry, and silicon analogues of organic compounds. Lecture. Prerequisite: 511.
- 513-3. ADVANCED INORGANIC CHEMISTRY. A continuation and extension of 512. Lecture. Prerequisite: 512.
- 531-3. THEORY OF QUANTITATIVE ANALYSIS. The phenomena utilized in analytical chemistry, with emphasis on separation, organic reagents, and complex methods. Lecture. Prerequisite: 433 or equivalent.
- 532-2 or 3. INSTRUMENTAL METHODS OF ANALYSIS. Theory and practice of instrumental measurements in analysis with emphasis on commercial samples and applications to research. Lecture and laboratory. Two credits only to students presenting credit in 432. Prerequisite: 460 or registration in 462.
- 533-3. INDUSTRIAL ANALYTICAL METHODS. Theory of analytical procedures and techniques, current industrial applications. Lecture. Prerequisite: 532.
- 541-3. ADVANCED ORGANIC CHEMISTRY. A survey of the important classes of organic compounds. Lecture. Prerequisite: 343.
- 542-3. ADVANCED ORGANIC CHEMISTRY. Descriptive and theoretical organic chemistry. Lecture. Prerequisite: 541.
- 543-3. ADVANCED ORGANIC CHEMISTRY. A continuation of 542. Lecture. Prerequisite: 542.
- 551-3, 552-3, 553-3. ADVANCED BIOCHEMISTRY. Content and prerequisites to be determined.
- 561-3. CHEMICAL THERMODYNAMICS. Basic methods and theories as applied to chemical problems. Lecture. Prerequisite: 463.
- 562-3. ATOMIC AND MOLECULAR STRUCTURE. A survey of basic principles in atomic spectroscopy, quantum chemistry, and statistical thermodynamics. Lecture. Prerequisites: 511, 561.
- 563-3. CHEMICAL KINETICS. Factors determining the rates of chemical reactions. Lecture. Prerequisite: 562.
- 575-1 to 3. GRADUATE SEMINAR. Advanced level talks presented and discussed by graduate students. Required for all graduate students.
- 596-3 to 9. ADVANCED CHEMICAL PROBLEMS. Independent study and investigation in selected advanced fields under the supervision of a staff member. Prerequisite: consent of department chairman.
- 599-3 to 15. RESEARCH AND THESIS. Research in the several fields of chemistry. Prerequisite: consent of department chairman.

## DESIGN

Forty-nine hours are required for the Master of Science degree with a major in design. Of these forty-nine, twenty-eight are to be in Design 465F or 465G, 490F or 490G, 500F or 500G, and 510F or 510G; nine hours in thesis (minimum time one year); and twelve graduate hours in art to be assigned after consultation.

In addition to the above requirements, a major in design requires a minimum of twenty-four undergraduate or graduate hours as prerequisites as follows: twelve hours in social sciences and twelve hours of electives selected with the adviser, based upon the area of the thesis. These hours are not to be included in the forty-nine hours required in design or art as outlined above.

Students transferring from other departments and other schools will be placed in the proper curricula stage after a personal interview with the adviser and the showing of examples of their previous undergraduate work.

- 400-3 to 9. MATERIALS AND BASIC TECHNIQUES. Same as 200 and 300.
- 465F-2 to 12. RESEARCH IN PRODUCT-SHELTER DESIGN. Three-quarter sequence. Problems dealing with large groups. All problems carried from conception to actual full-scale construction. Development of prototype for mass-production techniques. Small research projects will be developed under grants given to the department. Prerequisite: 12 hours of 366 or its equivalent.
- 465G-2 to 12. RESEARCH IN VISUAL DESIGN. Three-quarter sequence. Problems dealing with room-to-eye scale and larger, i.e., posters, car cards, strip film, film, exhibitions, etc. Advanced graphic and photographic technology. Development of prototypes for mass-production techniques. Small research projects will be developed under grants given to the department. Prerequisite: 12 hours of 375 or its equivalent.
- 490F-2 to 12. SEMINAR IN PRODUCT-SHELTER DESIGN. Special seminars developed with visiting professors. Prerequisite: 12 hours of 366 or its equivalent.
- 490G-2 to 12. SEMINAR IN VISUAL DESIGN. Special seminars developed with visiting professors. Prerequisite: 12 hours of 375 or its equivalent.
- 500F-2 to 12. STUDIO IN PRODUCT-SHELTER DESIGN. The development of one problem given individually in preparation for the student's thesis. Prerequisite: 8 hours of 465F.
- 500G-2 to 12. STUDIO IN VISUAL DESIGN. The development of one problem given individually in preparation for the student's thesis. Prerequisite: 8 hours of 465G.
- 510F-2 to 12. RESEARCH IN PRODUCT-SHELTER DESIGN. The development of research projects with direct supervision by the staff. Prerequisite: 8 hours of 465F.

510G-2 to 12. RESEARCH IN VISUAL DESIGN. The development of research projects with direct supervision by the staff. Prerequisite: 8 hours of 465G.

599-2 to 9. THESIS.

## ECONOMICS

Graduate courses in economics may be taken as a major or minor leading to the Master of Arts and Master of Science degrees, or as part of a social science major leading to the Master of Science in Education degree.

- 411-4. COLLECTIVE BARGAINING AND DISPUTE SETTLEMENT. Nature, issues, procedures, economic effects. Analysis of actual collective bargaining situations. Prerequisite: 310 or consent of instructor.
- 416-4. MONEY AND BANKING II. Emphasis upon the Federal Reserve and other banking systems. Prerequisite: 315 or consent of instructor.
- 418-4. ECONOMIC HISTORY OF EUROPE. A survey of the economic growth of Europe with emphasis upon the development of European agriculture, industry, finance, and international trade since 1750. Prerequisites: 205 and 206, or consent of instructor.
- 429-4. INTERNATIONAL ECONOMICS, II. Intensive treatment of the principles of international economics with special emphasis on the classical and modern theories of international trade. Income effects. Balance of payments adjustments. Prerequisite: 328 or consent of instructor.
- 432-3. FISCAL POLICY OF THE UNITED STATES. Countercyclical, secular, and emergency use of government expenditures, debt, and taxes. Prerequisites: 205 and 206, or consent of instructor.
- 436-3. GOVERNMENT AND LABOR. (Same as Government 436.) A study of labor relations and legislation considering both constitutional and economic aspects. Prerequisites: 205, Government 101 or 231 or 300, or consent of instructor.
- 437-4. ECONOMICS OF SOCIAL SECURITY. The federal and state social security programs, including Social Security Act, Workmen's Compensation, Disability Insurance, Unemployment Compensation, with emphasis on their economic aspects. Prerequisites: 205 and 206, or consent of instructor.
- 440-3. INTERMEDIATE THEORY. A more intensive treatment of price and income theory. Prerequisites: 205 and 206, or consent of instructor. Fall.
- 445-2 to 8. SOUTH AMERICAN STUDY TOUR. See Foreign Languages 445 for course description.
- 450-3. HISTORY OF ECONOMIC THOUGHT. Great economists and the development of economic theory. Prerequisites: 205 and 206, or consent of instructor.
- 451-3. ECONOMIC THEORIES. Theories of recent leading economists. Prerequisite: 450 or consent of instructor.
- 460-4. RUSSIAN ECONOMY. Development of Russian trade, agriculture, industry, government, finance, and standards of living in successive periods

- in relation to the historical, geographic, economic, and ideological background. Prerequisite: 205 or consent of instructor.
- 465-4. **MATHEMATICAL ECONOMICS.** A systematic survey of mathematical economic theory. The principal topics are conditions of static equilibrium, including stability conditions, dynamic models using difference equations, and linear production models of input-output analysis and activity analysis (linear programming). Prerequisite: 440 and consent of instructor.
- 470-3. **BUSINESS CYCLES.** Major business fluctuations in the United States. Prices, employment, production, credit, inflation and deflation, and government action during the cycles. Prerequisite: 315 or 440 or consent of instructor.
- 481-3. **COMPARATIVE ECONOMIC SYSTEMS.** Capitalism, socialism, fascism, and other forms of the economy. Prerequisite: 205 or consent of instructor.
- 490-4. **WORKSHOP IN ECONOMIC EDUCATION.** (Same as Education 490.) Designed to assist elementary and secondary school teachers in promoting economic understanding in the minds of their students through the translation of economic principles and problems into classroom teaching materials.
- 500-4 to 8. **ECONOMICS SEMINAR.** A study of a common, general topic in the field of economics, with individual reports on special topics. May be taken twice for a total of 8 hours. Prerequisite: 205 or consent of instructor.
- 501-1 to 5. **ECONOMIC READINGS.** Contemporary books and periodicals in economics. Consent of chairman.
- 512-4. **LABOR ECONOMICS.** Economic principles involved in the employment relationship. Such topics as wage theory, the labor market, employment and unemployment, and the economic effect of collective bargaining are covered. Prerequisite: 310 or consent of instructor.
- 519-4. **ECONOMIC GROWTH.** Intensive examination of the problems (past and present) of economic development faced by nations everywhere. Attention to the alternative solutions which have been, or are being, attempted. Prerequisite: 317 or 418 or consent of instructor.
- 533-4. **PUBLIC FINANCE THEORY AND PRACTICE.** Historical development of public finance theories with analysis of their policy implications. Prerequisite: 330; or consent of instructor.
- 541-4. **NATIONAL INCOME THEORY.** Keynesian and post-Keynesian developments in national income theory. Empirical research concerned with characteristics and magnitudes of important national income concepts, such as the consumption function, is examined. Recent American policies and problems bearing on national income fluctuations are considered. Prerequisites: 205 and 206, or consent of instructor.
- 542-4. **PRICE THEORY.** Designed to develop skills in the use of the analytical tools, including the basic mathematical techniques, used in price theory. Prerequisite: 440 or consent of instructor.
- 561-4. **COMPARATIVE ECONOMIC DEVELOPMENT IN ASIA.** A comparison of the economies of Japan, India, and China within the framework of emerging economic theory of developing economies. Performance,

goals, problems of self-sustaining growth, problems of resource allocation, and changes in the institutional framework in each case. Economic role of the United States in Asian development. Prerequisite: 205 or consent of instructor.

575-4. ECONOMIC REGULATION. An analysis of the economic causes and effects of the regulation of agriculture, business, and labor. Prerequisites: 330 and Management 473, or consent of instructor.

599-3 to 9. THESIS.

## EDUCATIONAL ADMINISTRATION AND SUPERVISION

Graduate programs in this department include the master's and doctor's degrees and the sixth year specialist's certificate.

Graduate courses in educational administration and supervision may be taken for a major in educational administration or in instructional supervision, both leading to the Master of Science in Education degree. Graduate courses in the department may also be taken toward a minor in education.

The program of courses for the sixth year specialist's certificate is individually planned in conference with the departmental chairman. A field of study is required.

Students interested in working toward the doctorate should familiarize themselves with the basic requirements of the Graduate School before conferring with the departmental chairman regarding a specific program of study.

### *EDUCATIONAL ADMINISTRATION*

Students majoring in educational administration are required to take 424, 456 or 556, 460, 500, 533 or 534; Guidance 420 or 421 or 422. In addition, elective hours may be taken in 420 or 520; Elementary Education 557; Secondary Education 564; and Guidance 442, so as to total at least thirty-two hours in these areas.

Those students who have had any of the above 400-level courses at the undergraduate level will be expected to substitute other graduate courses from the next succeeding listing in order to complete the forty-eight-hour degree requirement. Since it is not mandatory that a minor be declared, an additional sixteen hours may be selected from courses in the succeeding listing. Only those who are now actively engaged in positions involving school administration or those who contemplate such placement

should follow this curriculum: 431, 432, 501-510, 535, 539, 554, 575, 599; Elementary Education 540; Secondary Education 470, 508, 550, 562, 579, 591; Guidance 412, 537, 562.

### *INSTRUCTIONAL SUPERVISION*

The major in instructional supervision consists of a minimum of thirty-two hours of approved graduate credit in the area, plus a sixteen-hour minor or that number of credits in guided electives. Students who major in instructional supervision are expected to take thirty-two hours from the following courses: 424, 456 or 556, 460, 500, 575; Elementary Education 461; Secondary Education 550; Guidance 420 or 421 or 422, 515.

Students will be expected to satisfy a sixteen-hour minor or that number of credits in guided electives. Selection should be from 554, 555; Elementary Education 437, 441, 442, 465, 540, 541, 542, 543; Secondary Education 470; Guidance 412, 442, 511, 520, 523, 525, 537, 543, 562; Special Education 414, 513.

A major in instructional supervision may also be earned under the graduate internship program.

- 411-4. SEMINAR IN INSTRUCTION. To assist student teachers and in-service teachers in solving classroom problems. Involves clinical study and discussion of behavioral and learning situations, with special attention to the development characteristics and needs of students.
- 420-4. LEGAL BASIS OF AMERICAN EDUCATION. Legal concepts governing education in the United States. Particular emphasis is placed on common-law principles.
- 424-4. SCHOOL ADMINISTRATION. Designed primarily for those who look forward to positions as supervisors, principals, or superintendents.
- 431-3. HISTORY OF EDUCATION IN THE UNITED STATES. An historical study of the problems of American education which have relevance to contemporary education.
- 432-4. PUBLIC OPINION, PROPAGANDA, AND EDUCATION. Analysis and classification of propaganda. Designed to show how public opinion is formed by a use of current materials from the different channels of communication. Differences between propaganda and indoctrination.
- 434-1 to 3. ADMINISTRATOR'S WORKSHOP. A special program for the consideration of administrative problems pertinent to superintendents, high school principals, and elementary school principals of Southern Illinois. Held during spring vacation week.
- 456-4. SCHOOL SUPERVISION. The function of the principal or supervisor in the improvement of instruction. Some activities, methods, and devices for improving the effectiveness of teaching.
- 460-4. CURRICULUM. Modern practices and procedures in curriculum development, with attention to the professional, social, economic, and other major factors in curriculum planning.
- 500-4. RESEARCH METHODS. Practical training in research and writing

techniques in the field of education. Bibliographical materials, footnotes, use of the library. Recommended that students have had Guidance 420, 421, or 422.

- 501-4. SEMINAR IN EDUCATIONAL ADMINISTRATION. Special study of administrative problems. For advanced graduate students.
- 502-4. SEMINAR IN COMPARATIVE EDUCATION. Educational ideas and practices of various countries of the world, both Eastern and Western, and their impact upon our culture and education.
- 503-4. SEMINAR IN PHILOSOPHY OF EDUCATION. An interpretation of of modern educational problems and trends in the light of basic philosophical viewpoints. Excerpts from leading writings will be used.
- 504-4. SEMINAR IN HISTORY OF EUROPEAN EDUCATION. A survey and interpretation of education in Europe from the Greek era to the present. Stresses the relationship of European to American education.
- 506-4. SEMINAR: CURRICULUM IN RELATION TO AMERICAN CULTURE. The effect of historical movements on curriculum in our nation at all age and grade levels, continued on a more intensive basis as applied to present-day curricular patterns.
- 511-4, 512-4, 513-4. INTERNSHIP PRACTICUM. Courses of instruction relating to the study of theory and practical experience, both being carried on simultaneously in conjunction with a co-operating public school and the College of Education. Open only to students who have been admitted to the internship program.
- 520-4. ILLINOIS SCHOOL LAW. Study of the legal aspects of Illinois public education with principal emphasis on statutory law and its interpretation by the courts.
- 533-4. SCHOOL BUILDINGS. Various phases of physical plant design and maintenance of concern to the school administrator.
- 534-4. SCHOOL FINANCE. Fiscal administration of public education at the national, state, and local levels. Prerequisite: 424.
- 539-4. COMMUNITY DEVELOPMENT THROUGH THE SCHOOL. Comprehensive survey of the resources of a particular community; the cataloguing of material for use by the teachers of the community to help determine needed curriculum changes.
- 551-4, 552-4, 553-4. PHILOSOPHIC PROBLEMS OF CONTEMPORARY CIVILIZATION. An examination of the crisis in contemporary civilization, the reconstruction of ideas and values involved, and an analysis of crucial problems in terms of their intellectual reconstruction. Cross-listed with Department of Philosophy.
- 554-4. CONTRASTING PHILOSOPHIES OF EDUCATION. Deals both historically and contemporaneously with the ideologies which have developed from different concepts of education.
- 555-4. PHILOSOPHICAL FOUNDATIONS OF EDUCATION. A course examining, in the primary sources, the basic concepts which have influenced and are influencing modern education. Not open to students who have had 355.
- 556-4. SEMINAR IN EDUCATIONAL SUPERVISION. Special research problems in supervision, for advanced graduate students. Prerequisite: Educational Administration 456.
- 563-4. WORKSHOP IN SCHOOL PUBLIC RELATIONS. To meet the needs

of teachers, supervisors, and administrators in the area of public relations.  
575A to K-2 to 4. **INDIVIDUAL RESEARCH.** Selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental graduate faculty. By special arrangement.  
596-5 to 9. **INDEPENDENT INVESTIGATION.** Field study required of each student working for the sixth-year professional certificate.  
599-2 to 9. **THESIS.**

## ELEMENTARY EDUCATION

Graduate courses in the Department of Elementary Education may be taken for a major in elementary education or a major in kindergarten-primary education, both leading to the Master of Science in Education degree, and for a major in elementary education leading to the Doctor of Philosophy degree. Courses listed in this department are open to students not majoring in the above areas upon approval of both departments concerned.

### *ELEMENTARY EDUCATION*

The graduate major in elementary education for the Master of Science in Elementary Education consists of a total of forty-eight hours.

Some courses are required while others are guided electives. All programs must be planned with and approved by a graduate adviser.

1. In lieu of a thesis all students are required to take Guidance 422 or its equivalent, and Educational Administration 500.

2. The required courses, unless completed on the undergraduate level, are: 441 or 442 or 541, 461, 542 or 465, 543, Educational Administration 456, a course in the teaching of reading, and a course in philosophy.

3. A total of twelve hours may be selected, by approval of the adviser, exclusive of Guidance 422, from other departments outside of the education department.

4. All other courses are to be selected from the Departments of Elementary Education, Secondary Education, and Educational Administration and Supervision.

5. At least twenty-four hours or more of the total of forty-eight hours must be on the 500 level.

6. Those who have undergraduate degrees in other fields, regardless of teaching experience, are required to complete without graduate credit, unless they have previously done so, at least four hours of elementary methods (314 or equivalent) and eight hours of elementary student teach-

ing. The teaching must be done in residence at a university or college approved by the American Association of Colleges of Teacher Education.

7. Administrators, or those who plan to enter administration, are encouraged to take courses in school administration, finance, buildings, and school law.

8. Any student taking graduate courses without first being approved by an adviser runs the risk of having work not accepted for the master's degree.

### *KINDERGARTEN-PRIMARY EDUCATION*

A major in kindergarten-primary education consists of forty-eight hours. No minor is required but at least eight hours of credit in non-professional academic fields is recommended. Students should consult carefully the section "General Requirements for the Master's Degree" in this bulletin.

A program which takes the following requirements into consideration is to be planned only upon the approval of the graduate adviser:

1. In lieu of a thesis, students are required to take Educational Administration and Supervision 500 and Guidance 422. If the student has had Guidance 422 or its equivalent in his undergraduate work, it may be used to meet the latter part of this requirement.

2. Students who have not had Psychology or Guidance 412, Sociology 427, Health Education 312, or the equivalent of one of these, are required to take four hours in psychology or guidance.

3. Educational Administration and Supervision 554 or 555 is required.

4. The remainder of the courses required to make up forty-eight hours may be selected from the following: 410, 517, 518, 525, 537, 544, 545, 546, 560, 563, 575; Educational Administration and Supervision 431, 456, 539; Art 400; Guidance 562; Health Education 450; Home Economics 414; Instructional Materials 405; Journalism 493; Physical Education 510; Speech 410; Speech Correction 428.

401-2. PROBLEMS IN PUBLIC SCHOOL READING. Requirements: attendance at all sessions of a reading conference; preparation of a paper showing practical applications of theory to the student's own teaching situation. Summer.

410-4. IMPROVEMENT OF INSTRUCTION IN ARITHMETIC IN KINDERGARTEN-PRIMARY GRADES. Recent findings and current practices in building a basis for quantitative thinking in early childhood education. Special emphasis upon grade placement of content and of techniques to aid children in understanding of the number system. Prerequisite: Mathematics 210.

- 411-4. SEMINAR IN INSTRUCTION. To assist student teachers and in-service teachers in solving classroom problems. Involves clinical study and discussion of behavioral and learning situations, with special attention to the development characteristics and needs of students.
- 415-4. IMPROVEMENT OF INSTRUCTION IN ARITHMETIC IN THE ELEMENTARY SCHOOL. Items to be taught, the grade placement of content, newer instructional practices and materials of instruction, and means of evaluating achievement. Prerequisite: Mathematics 210 or consent of instructor.
- 433-4. WORKSHOP IN ELEMENTARY EDUCATION. Meets needs of in-service teachers in such areas as curriculum adjustment, remedial teaching, child development. No credit if student has had 333 or 390.
- 435-4 to 8. WORKSHOP IN ELEMENTARY SCHOOL FOREIGN LANGUAGE INSTRUCTION. Designed to assist elementary school teachers in integrating foreign languages into their teaching program as well as to encourage high school teachers to introduce or supervise foreign languages or education. Prerequisite: basic language credit.
- 437-4. PROBLEMS IN READING. Practices and trends in the teaching of reading; materials of instruction in reading, particularly remedial materials; techniques and materials for prevention of reading difficulties; diagnosis and remediation of reading difficulties. Prerequisite: Education 337. Not open to students having had 540.
- 441-4. TEACHING ELEMENTARY SCIENCE. A workshop course for teachers of elementary school science.
- 442-4. MATERIALS AND METHODS IN ELEMENTARY SCHOOL SCIENCE. Study of content and methods of elementary school science.
- 461-4. THE ELEMENTARY SCHOOL CURRICULUM. A critical study of the reorganization, construction, and administration of the elementary school curriculum, and the installation, adaptation, and administration of the revised curriculum. Not open to students having had 460 or 561.
- 465-4. SEMINAR IN PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. Psychological principles of learning applied to the mastery of materials used in elementary school subjects. Prerequisites: 314, Guidance 305.
- 515-4. SPECIAL PROBLEMS IN THE TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL. A seminar course which covers important problems in arithmetic in the elementary school. The content may vary slightly from year to year, depending upon the interests of the students enrolled. Prerequisite: 415 or consent of instructor.
- 517-2 to 4. KINDERGARTEN PRIMARY PRACTICUM. Practical applications of advanced theory in the Laboratory School. Readings and research related to special problems in the kindergarten-primary classroom. Prerequisite: 8 hours of student teaching.
- 518-2. SUPERVISION OF KINDERGARTEN-PRIMARY STUDENT TEACHING. The function of the supervisory teacher in the student teacher situation. Particular attention to the problem of student teaching in the public schools. A course for present and prospective teachers who wish to be more effective in dealing with student teachers.
- 525-4. SEMINAR IN KINDERGARTEN-PRIMARY EDUCATION. Explora-

tion of research literature on problems in early childhood education. Each student to select problem or problems and to present paper to the seminar. Prerequisite: Educational Administration and Supervision 500 or equivalent.

- 537-4. KINDERGARTEN-PRIMARY READING. A survey of problems in the developmental reading program for the primary grades, followed by extensive study of selected problems. Prerequisite: 337 or consent of instructor.
- 540-4. DEVELOPMENTAL READING. A course to give aid to the teachers of reading. Not open to students having had 337 or 437.
- 541-4. SELECTED TEACHING AND CURRICULUM PROBLEMS IN ELEMENTARY SCHOOL SCIENCE. A course to help teachers with the problems of teaching science in the elementary school. Aims, methods, materials, and equipment. Emphasis placed upon grade placement of materials and the use of community resources.
- 542-4. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. The practical bearing of investigation and theory on the improvement of current practices in the teaching of the language arts, other than reading. Attention given to evaluation of teaching materials in these areas.
- 543-4. TEACHING THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. Organization of material for teaching purposes, techniques of classroom presentation, bibliographies of materials, use of audio and visual aids to instruction, and techniques for evaluating student progress. Readings, lectures, and discussions related to required teaching experience. No credit for students having had 544.
- 544-4. SOCIAL STUDIES IN KINDERGARTEN-PRIMARY GRADES. Reading and research related to improving the child's understanding of his place in a group and his knowledge of his social world. No credit for students having had 543. Prerequisite: consent of instructor.
- 545-4. LANGUAGE IN PRESCHOOL AND PRIMARY GRADES. Review of research in the development of both oral and written language of children.
- 546-4. CURRICULUM PROBLEMS IN SCIENCE AT THE KINDERGARTEN-PRIMARY LEVEL. Designed to help teachers with the problems peculiar to the teaching of science in the kindergarten-primary grades.
- 557-4. THE ELEMENTARY PRINCIPALSHIP. Designed to meet many of the particular needs of persons interested in qualifying for appointments as elementary school principals. Other than the administrative responsibilities of the elementary principal, such topics as the grouping of pupils, the elementary school's program, and personnel are studied.
- 560-4. KINDERGARTEN-PRIMARY EDUCATION. A survey of current problems and practices in early childhood education for children from four to eight years of age, with emphasis on wide reading in current research literature. Prerequisite: consent of instructor.
- 563-4. ORGANIZATION OF THE ELEMENTARY SCHOOL. An analysis of types of elementary school organization with special attention to influence of school organization upon the educational program. Application of research findings to selection and use of materials of instruction. Special consideration to student's professional problems.
- 575-2 to 4. INDIVIDUAL RESEARCH. The selection, investigation, and writ-

ing of a research topic, under the personal supervision of a member of the departmental graduate staff, in one of the following areas: A. Curriculum, B. Supervision, C. Language Arts, D. Science, E. Reading, F. Social Studies, G. Problems in Elementary Education, H. Arithmetic, J. Problems in Kindergarten-Primary, K. Elementary Education Administration and Supervision.

596-5 to 9. INDEPENDENT INVESTIGATION. Field study required of each student working for the sixth-year professional certificate. The work should be done in the setting of a school system where the student is employed or where full co-operation is extended. The study involves selecting of the problem, survey of pertinent literature, recording of results, and appropriate interpretations and summarizations.

597-1 to 3. THESIS.

598-1 to 3. THESIS.

599-1 to 3. THESIS.

## ENGLISH

Graduate courses in English may be taken for a major or a minor leading to the Master of Arts and the Master of Science degrees, and for a major leading to the Master of Science in Education degree.

400-4. STRUCTURAL LINGUISTICS. An analysis of the structure of modern English, to supplement the student's traditional approach to grammar with a knowledge of the contemporary structural approach to language.

402-4. CHAUCER.

403-4. THE ENGLISH LANGUAGE. A history. Knowledge of German a desirable preparation for the course.

405-4. MODERN AMERICAN POETRY. The important poets since Whitman.

406-4. AMERICAN DRAMA. The rise of the theater in America, with reading of plays, chiefly modern.

407-4. LITERARY CRITICISM IN THE UNITED STATES.

408-4. INTELLECTUAL BACKGROUND OF AMERICAN LITERATURE. The relationship of basic ideas in America to American literature. Prerequisite: 309 or 310.

424-4. ENGLISH RENAISSANCE. Non-dramatic literature.

431-4. THE EIGHTEEN-NINETIES. Studies of English authors of the 1890's.

457-4. CONTEMPORARY BRITISH FICTION. Outstanding figures, influences, and trends in the British novel and short story since 1914.

458-4. CONTEMPORARY AMERICAN FICTION. Trends and techniques in the American novel and short story since 1914.

463-4. MODERN BRITISH DRAMA.

464-4. MODERN CONTINENTAL DRAMA. A survey of the continental drama of Europe since 1870; representative plays of Scandinavia, Russia, Germany, France, Italy, Spain, and Portugal.

467-4. STUDIES IN PROSE STYLE. Analysis of the methods and devices used by prose writers to obtain aesthetic and emotional effects.

468-4. AESTHETICS OF LITERATURE. The basic principles of literary composition and appreciation, in the light of recent aesthetic theory.

- 469-4. MODERN CRITICISM. Recent critics and critical attitudes, and practice in writing criticism.
- 485-4. PROBLEMS IN THE TEACHING OF ENGLISH. Aims, methods, materials, tests, programs, and other aspects of English instruction in the high school.
- 486-2 to 8. WORKSHOP IN HIGH SCHOOL ENGLISH. Intensive workshop study in lectures, laboratory, conferences, to arrive at agreement on the teaching of English in high school. Curriculum, materials, methods, aims. Directed by competent authorities in the field.
- 487-2 to 8. WORKSHOP IN JUNIOR HIGH SCHOOL ENGLISH. Intensive workshop study in lectures, laboratory, conferences, to arrive at agreement on the teaching of English in junior high school. Curriculum, materials, methods, aims. Directed by competent authorities in the field.
- 492-4. PROFESSIONAL WRITING II. Prerequisites: 392 and/or approval of instructor.
- 493-4. PROFESSIONAL WRITING III. Prerequisites: 492 and approval of instructor.
- 499-2 to 6. READINGS IN ENGLISH. For English majors only. Departmental approval required. No more than 4 hours may be taken in any one quarter.
- 500-2. MATERIALS AND METHODS OF RESEARCH IN ENGLISH. The principal tools of literary scholarship and the more important studies and journals. Practice in the preparation of selective bibliographies and scholarly reports.
- 501, 502, 503, 504, 505-4 to 8. INDIVIDUAL AMERICAN WRITERS. Each course the intensive study of an American author selected for that term.
- 506-4. OLD ENGLISH GRAMMAR. Old English grammar and readings. Credit for this course allowed only if the student also takes 516.
- 507-3. MEDIEVAL ROMANCES IN ENGLISH.
- 508-4. THE RISE OF REALISM IN AMERICAN FICTION. Extensive reading in American literature after the Civil War.
- 510-4. SEMINAR. Chaucer: *Troilus and Criseyde* and the minor poems.
- 511-4. SEMINAR IN MIDDLE ENGLISH LITERATURE.
- 512-4. PROBLEMS IN MIDDLE ENGLISH LITERATURE. Piers Plowman, Wycliff's tracts, Chaucerian and other works of the fourteenth century. Prerequisite: 403, History 322.
- 514-4. PROBLEMS IN SEVENTEENTH-CENTURY LITERATURE.
- 515-4. DR. JOHNSON AND HIS CIRCLE. Personalities, critical attitudes, philosophies, politics, manners and customs, the development of Romanticism.
- 516-4. BEOWULF. Prerequisite: 506.
- 517-4. THE METAPHYSICAL POETS. Donne, Herbert, Crashaw, Vaughan, and Traherne; their place in English poetry, their similarity to twentieth-century poets.
- 520-4. THE ENGLISH ROMANTIC MOVEMENT.
- 521, 522, 523, 524, 525-4 to 8. INDIVIDUAL ENGLISH WRITERS. Each course the intensive study of an English author selected for that term.
- 526-4 to 8. STUDIES IN THE VICTORIAN ESSAY. Non-fiction prose of mid-nineteenth-century England.
- 540-4. THE ESSAY. The development of the essay from Sir Francis Bacon to the present.

- 545-4. THE EPIC. Epic poetry and its influence.
- 554-4. EIGHTEENTH-CENTURY ENGLISH NOVELS. The origins of the novel and its relation to other types of literature; the development of the novel through the eighteenth century; the early novel as an art form and a social instrument.
- 555, 557-4. STUDIES IN THE VICTORIAN NOVEL. Reading, research, and reports. The first course to extend to about 1860; the second, to 1900.
- 560-4. ELIZABETHAN DRAMA.
- 561-4. THE RESTORATION AND EIGHTEENTH-CENTURY DRAMA. English drama from the Restoration to 1800.
- 562-4. THE DEVELOPMENT OF THE TRAGIC DRAMA FROM AESCHYLUS TO THE PRESENT TIME.
- 566-4. SHAKESPEARE. A review of the works of Shakespeare, extensive work in the Shakespeare scholarship.
- 577-4. NATURALISM IN THE NOVEL AND THE DRAMA. Philosophical and literary naturalism, from the late nineteenth century to the present.
- 580-4. TRADITIONAL THEMES IN LITERATURE. Persistent themes and legends in literature—King Arthur, Faust, Utopia, and the like.
- 599-2 to 9. THESIS.

## FOREIGN LANGUAGES

Graduate courses in French, Spanish, or German may be taken as a major or a minor leading to the Master of Arts and Master of Science in Education degrees.

Before receiving either the Master of Arts or Master of Science in Education degree with a foreign language specialization, the candidate, as part of his regular examinations for the degree, must satisfactorily pass a written examination in the literature of his language speciality and an oral examination in that language itself.

For the Master of Science in Education degree, Romance Philology 410 is required for both French and Spanish majors. For the Master of Arts degree, Romance Philology 410 and 515 are required for both French and Spanish majors. All romance philology courses may be counted toward either French or Spanish majors. Other course requirements will be determined upon the basis of the student's undergraduate preparation.

Students may major in Latin by special arrangement with the department.

## FOREIGN LANGUAGES

- 435-4 to 8. WORKSHOP IN ELEMENTARY SCHOOL FOREIGN LANGUAGE INSTRUCTION. Designed to assist elementary school teachers in integrating foreign languages into their teaching program as well as

to encourage high school teachers to introduce or supervise foreign languages at the elementary school level. To count as education or foreign languages. Prerequisite: basic language credit.

- 445-2 to 8. **SOUTH AMERICAN STUDY TOUR.** Study tour of various South American countries. Tour preceded by required reading, lectures, and examination. Lectures by professors of universities in countries visited on topics of special interest in each country. Study of political, economic, social, historical, artistic, and geographic characteristics of these countries. Credit may be earned in foreign languages, or in a combination of departments, as determined by consultation with department chairmen and the Latin American Institute. Final week on campus for completion of papers and reports. Prerequisite: advanced standing in major department.

### *FRENCH*

- 440-2. **FRENCH POETRY OF THE RENAISSANCE.** Development of French poetry from 1550 to 1600.
- 500-2. **SEMINAR IN CONTEMPORARY FRENCH LITERATURE.** Intensive study of the "Roman fleuve" as exemplified in the works of Duhamel, Martin du Gard, and Romains.
- 501-2 to 6. **SEMINAR ON A SELECTED FRENCH AUTHOR.** Intensive study of one author—his life, his work, and his place in the literary and cultural developments of civilization. A. Balzac, B. Baudelaire, C. Moliere, D. Montaigne, E. Proust.
- 509-4. **FRENCH LITERATURE FROM 1800 to 1850.** Romanticism in French literature and its relation to the general European Romantic movement.
- 510-4. **FRENCH LITERATURE FROM 1850 TO 1900.**
- 511-3. **TWENTIETH-CENTURY FRENCH DRAMA.** French drama from 1900 to the present.
- 520-4. **GRADUATE COMPOSITION AND DICTION.** Composition based on study of contemporary French authors; individual work in pronunciation and diction determined by entrance tests.
- 599-2 to 9. **THESIS.**

### *GERMAN*

- 401-2. **GOETHE'S FAUST, PART I.** The Faust legend and early Faust books and plays; the genesis of Goethe's Faust; reading of Part I. Lectures, reports.
- 402-2. **GOETHE'S FAUST, PART II.** Reading of Part II; study of symbolisms, such as Part II's blending of paganism with Christianity, ancient Greek culture with Germanic culture, Helen's Classicism with Faust's Romanticism. Lectures, reports.
- 403-3. **GERMAN BALLADS AND LYRICS.** A selective study of the foremost examples of German balladry and lyric poetry, ranging from the poetry of Klopstock and Bürger to that of Rilke and Werfel. Lectures, recitations.

- 411-3. MIDDLE HIGH GERMAN I. Grammar and selective readings in such national epic poems of the Middle High German Period as the *Nibelungen Lied* and *Gudrun*. Lectures, reports.
- 412-3. MIDDLE HIGH GERMAN II. The courtly epic poetry of such representative authors as Wolfram von Eschenbach, Gottfried von Strassburg, Hartmann von Aue, and the lyric poetry of Walther von der Vogelweide. Lectures, reports.
- 500-2. SEMINAR IN CONTEMPORARY GERMAN LITERATURE. Intensive study of the works of representative German authors, with special reference to the correlation existing between literary expression and social, economic, and political conditions since 1900. Lectures, outside readings, reports.
- 501-2. SEMINAR ON A SELECTED GERMAN AUTHOR. Intensive study of one author—his life, his work, and his place in the literary and cultural development of civilization. Lectures, outside readings, reports.
- 511-3 to 9. THESIS OR RESEARCH IN GERMAN LITERATURE. For students who are writing a thesis or making an advanced graduate study of some phase of German literature. Lectures, compilation of bibliographies, other research techniques, papers. 2 to 4 hours each (maximum of 9 hours).
- 591-2 to 6. SEMINAR ON KANT. A selective study of the works of Immanuel Kant, with special emphasis on the influence exerted by Kantian philosophy on subsequent German literature. Course counted on a major in philosophy, subject to the consent of the Department of Philosophy. Lecture, outside readings, reports. 2 hours each.

### SPANISH

- 415-3. SPANISH PHONETICS. Analysis of the sounds of Spanish and their manner of production; special drill in connected passages of prose and poetry.
- 500-2. SEMINAR IN LATIN-AMERICAN LITERATURE. Intensive study of the modern novel in Latin America as an expression of social and cultural movements. Outside readings and class discussions.
- 501-2. SEMINAR ON A SELECTED SPANISH AUTHOR. Intensive study of one author—his life, his works, and his relationships to the literary and social currents of his time.
- 505-3. THE PICARESQUE NOVEL. Class study of the *Lazarillo*, and collateral readings of other masterpieces of this genre.
- 506-3. THE RENAISSANCE. A study of the literature of the Renaissance in Spain, including the drama, the novel, the lyric poetry, and the histories of the Indies.
- 520-4. COMPOSITION AND GRAMMAR. Free composition, based upon analysis of the style of contemporary Spanish authors, with special reference to grammatical construction. Special projects in grammar.
- 525-3. THE SPANISH BALLADS. The *romance* studies as a part of the literature and folklore of Spain and the New World.
- 530-3. LATIN-AMERICAN POETRY. Study of the modern trends in the

poetry of Latin America as a whole, with emphasis on its international aspect and its relation to other literary forms. Prerequisite: 333 or consent of instructor.

535-3. ENSAYISTAS MEXICANOS DEL SIGLO DIECINUEVE. Study and discussion of ideologies and conflict in thought as reflected in writings of Mexican essayists of the past century.

599-2 to 9. THESIS.

### ROMANCE PHILOLOGY

410-4. ROMANCE PHILOLOGY I. A survey of the phonology, morphology, and syntax changes in Romance languages in general; special attention to the developments in French and Spanish for majors in these fields.

514-4. ROMANCE PHILOLOGY II. Studies in syntax of Old French and Old Spanish, with special problems in the field of the student's major interest.

515-4. READINGS IN ROMANCE. Selected readings in the literature of Old French and Old Spanish, with emphasis upon the student's major field. Prerequisite: 410 or equivalent.

516-4. ARTHURIAN ROMANCE. Intensive readings in the Arthurian Romances in the field of the student's major interest (French or Spanish) with reference to the genre as a whole. Prerequisite: 410 or equivalent.

### GEOGRAPHY

Graduate courses in geography may be taken as a major or minor leading to the Master of Arts and Master of Science degrees or as part of a social science major leading to the Master of Science in Education degree.

402-4. THE SOVIET UNION. A study of the U.S.S.R. based on both a systematic and a regional approach. Appraisal of the natural-resource base of Russia as well as an estimate of her industrial and agricultural strength. Prerequisite: 100 or consent of the instructor.

404-4. ADVANCED ECONOMIC GEOGRAPHY I—AGRICULTURAL. A functional study of the bases, interrelationships, and geographic distribution of agricultural production. Prerequisites: 100, 101, 210, or consent of instructor.

405-4. ADVANCED ECONOMIC GEOGRAPHY II—INDUSTRIAL. A functional study of the bases, interrelationships, and geographic distribution of industries. Prerequisites: 100, 101, 210, or consent of instructor.

406-4. TRADE AND TRANSPORTATION. The pattern of modern transport networks and trade routes; the importance of trade routes; the importance of trade and transportation as geographic factors. Prerequisites: 100, 101, 210, or consent of instructor.

411-4. URBAN GEOGRAPHY. The urban population: environment, development, and distribution; geographic factors related to the origin, structure,

- and functions of urban centers. Prerequisites: 100, 101, 210, or consent of instructor.
- 413-3 to 4. GEOGRAPHY OF THE CARIBBEAN LANDS. A regional approach to the study of the lands bordering the Carribbean. Appraisal of the natural-resource base of the various countries. Prerequisite: 100.
- 416-4. CARTOGRAPHY. Instruction and practice in the basic techniques of map-making; consideration and solution of problems involved in the construction of maps; problems in map reproduction. Prerequisite: 100 or consent of instructor.
- 417-3. AIR PHOTO INTERPRETATION. Techniques in the use of air photos as source material for research in the physical and social sciences. Laboratory. Prerequisite: 212 or consent of instructor.
- 420-4. GEOGRAPHY OF AFRICA. A regional approach to the study of the continent. Patterns of climate, soils, minerals, vegetation, and relative location to be woven together with the agricultural, economic, and industrial features into the regional framework of Africa. Prerequisite: 100 or consent of instructor.
- 421-4. RESOURCES FOR THE FUTURE.
- 424-4. REGIONAL PROBLEMS IN CONSERVATION. The distribution, use, and interrelationship of the resources in the various resource management regions of the United States, the conservation techniques applied to them, and the problems of public policy in their effective management. Prerequisites: 100, 324, or equivalent courses.
- 430-4. PHYSIOGRAPHIC PROVINCES OF NORTH AMERICA. (Same as Geology 430.) Designed to give the students an appreciation of the evolution of land forms in the physiographic provinces of North America; to explain the surface features in a landscape; and to interpret the human drama related thereto. Prerequisites: 100, 101, 210, and advanced standing.
- 440-2 to 4. READINGS IN GEOGRAPHY. Supervised readings in selected subjects. Hours and credit to be arranged. Prerequisites: 100, 101, 210, and advanced standing.
- 445-2 to 8. SOUTH AMERICAN STUDY TOUR. See Foreign Languages 445 for course description.
- 450-3 to 15. TRAVEL STUDY COURSES. Designed chiefly for in-service teachers and for others whose work needs enrichment through travel. Prior to departure from campus, intensive supervised study and/or readings relative to areas or countries to be visited. Written report due within six weeks after completion of study in the field. Not open for credit to graduate students in Geography. Prerequisite: Geography 100 or equivalent.
- 460-2. CURRENT GEOGRAPHICAL JOURNALS. Designed to acquaint students with the leading journals in the field. Each student to report content of certain recent or current issues. Prerequisite: minimum of 14 hours of geography.
- 470-4. URBAN PLANNING. (Same as Government 470.) An interdepartmental course in the basic problems of planning in the urban community. The course includes the administrative and physical principles involved in the planning of urban land use. Emphasis is upon research

techniques, design principles, and governmental instrumentalities in the planning process. Prerequisite: consent of instructor.

- 500-4. FIELD METHODS. Field experience in the techniques of observation, mapping, interview, and analysis as applied in geography. One day a week spent in the field near Carbondale.
- 501-4. LIBRARY RESEARCH AND THESIS WRITING. Introduction to and appraisal of library sources and bibliographical aids. Thesis organization, form, and investigational procedures. Individual projects and reports.
- 511-4. PHILOSOPHY OF GEOGRAPHY. The nature of geography. Current trends in the field, present-day geographers, and schools of thought. Geography's place among all disciplines.
- 520-2 to 4. SEMINAR IN PHYSICAL GEOGRAPHY.
- 521-2 to 4. SEMINAR IN ECONOMIC GEOGRAPHY.
- 522-2 to 12. SEMINAR IN REGIONAL GEOGRAPHY.
- 523-2 to 4. SEMINAR IN CARTOGRAPHY.
- 530-2 to 10. INDEPENDENT STUDIES IN GEOGRAPHY.
- 599-3 to 9. THESIS.

## GEOLOGY

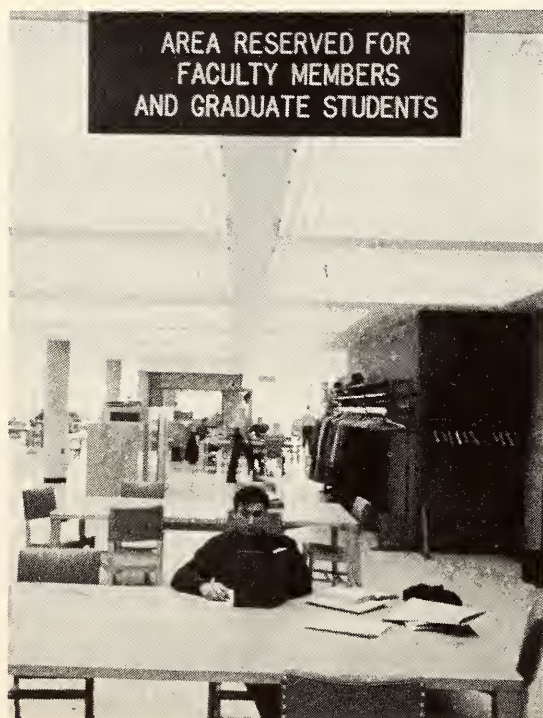
Graduate courses in geology may be taken as a major leading to the Master of Science degree or as a minor toward the Master of Arts, Master of Science, and Master of Science in Education degrees.

- 401-4. ADVANCED GENERAL GEOLOGY. Deals with certain broader problems of geology: earthquakes, volcanism, submarine canyons, coral islands, mountain building. Laboratory. Prerequisites: 220, 302.
- 405-3. MAP AND AIR PHOTOS. Interpretation and use of air photos in geologic mapping; interpretation and construction of geologic maps, such as areal, structure, isopach, paleogeologic. Laboratory. Prerequisites: 212, 221, 261, 302.
- 410-4. STRATIGRAPHY AND SEDIMENTATION. The characteristic features of sedimentary rocks and their processes of origin; the classification of stratigraphic units, methods of correlation, and paleogeologic reconstruction. Laboratory. Prerequisites: 220, 221.
- 415-4. OPTICAL MINERALOGY. The optical properties of minerals and the use of the petrographic microscope for identification by the immersion method and by thin section. Laboratory. Prerequisites: 310, Physics 208.
- 420-3, 421-3, 422-3. GEOLOGY OF PETROLEUM. A sequence of courses considering the geological occurrence of petroleum, including origin, migration, and accumulation; a survey of exploration methods and production problems and techniques. Laboratory study applies geological knowledge to the search for and production of petroleum. Laboratory. Prerequisites: 221, 302.
- 425-5, 426-4, 427-4. PALEONTOLOGY I, II, and III. 425 is a survey of the important invertebrate phyla and their fossil representatives; 426 the

mollusca, arthropoda, brachiopoda, and echinodermata; 427 the protozoa, porifera, coelenterata, bryozoa, and other minor groups. Includes classification, evolution, paleoecology, and geographic and stratigraphic distribution. Laboratory. Prerequisites: 221, 425, Zoology 100.

Courses to be taken in sequence.

- 429-3. GEOLOGY OF COAL. Nature and manner of occurrence; methods of exploration and extraction; geologic and geographic distribution. Prerequisite: 100 or consent of instructor.
- 430-4. PHYSIOGRAPHIC PROVINCES OF NORTH AMERICA. (Same as Geography 430.) Designed to give the student an intelligent appreciation of the evolution of land forms in the physiographic provinces of North America; to explain the surface features in a landscape; and to interpret the human drama related thereto. Prerequisite: 220 or Geography 100.
- 431-4. GEOMORPHOLOGY. A study of land forms, relating topographic features to the underlying rocks and structure and to processes of erosion, deposition, and earth movements. Prerequisite: 220 or Geography 100.
- 440-1 to 4. INDEPENDENT STUDY. Prerequisites: 220, 221, advanced standing.
- 510-4, 511-4, 512-4. STRATIGRAPHY. (Paleozoic, Mesozoic, Cenozoic.) Character, chronologic sequence, correlation, time relations, facies, analysis and comparison of rock and biostratigraphic units of selected regions throughout the world with emphasis on North America. Laboratory problems involving stratigraphic interpretation from maps and air photos, construction of stratigraphic sections, facies maps, and faunal analysis. Field trip and written report required. 3 lectures, 1 laboratory. Prerequisites: 302, 325, 326.



*Graduate students have plenty of opportunity for study and research.*

- 515-4, 516-4, 517-4. MINERAL DEPOSITS. (Principles, Metallics, Non-metallics.) Principles of mineral deposition and genesis, and the origins and geologic settings of the important mineral deposits of the world. Laboratory. Prerequisites: 302, 310.
- 520-4. IGNEOUS PETROLOGY. Physical chemistry, petrographic classification, and genetic relationships of the igneous rocks. Prerequisites: 310, 415, or equivalent.
- 521-4. METAMORPHIC PETROLOGY. Physical chemistry, petrographic classification, and genetic relationships of the metamorphic rocks. Prerequisites: 310, 415, or equivalent.
- 522-4. SEDIMENTARY PETROLOGY. Petrographic classification and origin of sedimentary rocks. Prerequisites: 310, 415.
- 540-1 to 9. ADVANCED STUDIES.
- 541-1 to 9. RESEARCH.
- 599-3 to 9. THESIS.

## GOVERNMENT

Graduate courses in government may be taken as a major or minor leading to the Master of Arts degree: as a part of a social science major toward the Master of Science in Education degree; and as a major leading to the Doctor of Philosophy degree. Graduate students are required to take 499.

A minor is available on the doctoral level in all areas where a major is available on the master's level. A student is to select his minor only with the approval of his doctoral advisory committee.

- 410-5. LABOR AND POLITICS. A political history of the American labor movement from its early nineteenth-century origins to the present day. Attention is given to the political philosophy and practice of labor unions. Prerequisite: 231.
- 415-3. POLITICAL BEHAVIOR. An analysis of the nature of public opinion and methods of influencing political behavior. Major attention given to studying the basic psychological attitudes and behavior. Prerequisite: 231.
- 420-3. PRESSURE GROUPS AND POLITICS. An analysis of interest groups and their techniques of political propaganda. Prerequisite: 101 or 231 or 300.
- 434-3. GOVERNMENT AND AGRICULTURE. An historical and contemporary survey of the role of agriculture in politics, the major and minor farm parties and pressure groups, the elements of the current "farm problem," and the influence of agriculture in public agencies and the formation of public policy. Prerequisite: 101 or 231.
- 435-3. GOVERNMENT AND BUSINESS. An historical study, with contemporary emphasis upon relations between government and economic institutions. Prerequisite: 231 or consent of instructor.

- 436-3. GOVERNMENT AND LABOR. (Same as Economics 436.) A study of labor relations and legislation considering both constitutional and economic aspects. Prerequisites: 101 or 231 or 300, Economics 205, or consent of instructor.
- 438-4. SOCIAL WELFARE LEGISLATION. The Social Security Act and other legislation of major significance for the welfare and maintenance of the family, the handicapped, children, and other special groups. Their relationship to the legal structure of federal, state, county, township, and municipal welfare facilities and institutions with indications of economic and social consequences. Prerequisite: 101 or consent of instructor.
- 440-4. PUBLIC PERSONNEL MANAGEMENT. A survey of the methods and functions of modern public personnel administration. Prerequisite: 360.
- 441-4. PHILOSOPHY OF GOVERNMENT. Some of the central problems of modern political life, such as sovereignty, world government, authority and consent, the relations of economics and social studies to political theory. Prerequisite: Philosophy 140 or 340, or consent of instructor.
- 445-2 to 8. SOUTH AMERICAN STUDY TOUR. See Foreign Languages 445 for course description.
- 453-3. SOVIET GOVERNMENT AND POLITICS. An intensive study and research exercise in the government and politics of the Soviet Union. Prerequisite: 391 or consent of instructor.
- 454-8. DEVELOPMENT OF GERMAN DEMOCRACY. Offered co-operatively by Southern Illinois University and the University of Hamburg. Involves a summer's residence in Hamburg, Germany, and study under professors of the two co-operating universities. Prerequisite: consent of the American professor.
- 456-4. GOVERNMENT OF THE BRITISH COMMONWEALTH AND EMPIRE. A survey of the governmental institutions and practices within the British Empire, with particular attention to the political systems of Australia, Canada, and South Africa. (The governments of India and Pakistan are treated in 458.) Prerequisite: 390 or consent of instructor.
- 457-4. GOVERNMENT AND POLITICS IN THE NEAR AND MIDDLE EAST. Iran, Iraq, Syria, Lebanon, Egypt, Jordan, Saudi Arabia, etc. Prerequisite: 233.
- 458-4. GOVERNMENT AND POLITICS OF SOUTHEAST ASIA. Burma, Thailand, Malaya, Indochina, Indonesia, Philippines. Prerequisite: 233.
- 459-4. GOVERNMENT AND POLITICS OF THE FAR EAST. China, Japan, Korea, Formosa. Prerequisite: 233.
- 460-4. GOVERNMENT AND POLITICS OF SOUTH ASIA. India, Pakistan, Ceylon. Prerequisite: 233.
- 461-4. THEORY OF PUBLIC ADMINISTRATION. Analysis of various theoretical approaches to public administration with emphasis on recent American literature in this field. Prerequisite: 360 or consent of instructor.
- 462-3. ADMINISTRATIVE ORGANIZATION. A survey of the reorganization movement as a whole in the United States with emphasis on recent national, state, and local developments. Prerequisite: 360 or consent of instructor.
- 463-3. PROBLEMS OF EXECUTIVE MANAGEMENT. Principles of organ-

- ization; techniques of conducting organization and procedural studies; work simplification; problems of the executive. Prerequisite: 360.
- 466-3. STATE GOVERNMENT AND ADMINISTRATION. Leading problems of government and administration of American states. Prerequisite: 232.
- 467-3. MUNICIPAL GOVERNMENT AND ADMINISTRATION. Development and functioning of city government in the United States. Prerequisite: 232.
- 468-3. COUNTY GOVERNMENT IN THE UNITED STATES. An examination of the traditional rural county and township, the growing number of metropolitan counties, and the associated growth of special districts in the United States. Prerequisite: 232.
- 469-3. ADMINISTRATION OF STATE AND LOCAL FINANCE. An examination of the administrative problems connected with local and state revenues and expenditures in the United States. Prerequisite: 232.
- 470-4. URBAN PLANNING. (Same as Geography 470.) An interdepartmental course in the basic problems of planning in the urban community. The course includes the administrative and physical principles involved in the planning of urban land use. Emphasis is upon research techniques, design principles, and governmental instrumentalities in the planning process. Prerequisite: consent of instructor.
- 471-4. THE ORGANIZATION AND ADMINISTRATION OF AMERICAN FOREIGN POLICY. An advanced course dealing with the organizational and administrative aspects of American foreign policy. Prerequisite: 243 or 371.
- 472-4. INTERNATIONAL GOVERNMENT. Development and organization of international governmental and administrative systems, with emphasis on the United Nations. Prerequisite: 370.
- 475-4. INTERNATIONAL LAW. Rules and practices governing the nations in their relations in peace and war. Prerequisite: 370.
- 480-4. THE PACIFIC AND THE FAR EAST. Political and strategic problems in this area. Prerequisite: 370 or History 370.
- 484-3. ANCIENT AND MEDIEVAL POLITICAL THEORIES. Outstanding political theories of the ancient and medieval periods, including theories of Aristotle, Plato, Cicero, St. Augustine, and Thomas Aquinas. Prerequisite: 6 hours of government.
- 485-3. MODERN POLITICAL THEORIES. Important political theories from the Renaissance to the end of the eighteenth century, including the theories of Machiavelli, Hobbes, Rousseau, Locke, and Burke. Prerequisite: 6 hours of government.
- 487-4. AMERICAN POLITICAL IDEAS. An historical study of the political ideas of leading American statesmen and publicists, and their resulting influence upon our governmental system. Prerequisite: 305 or 385.
- 488-3. RECENT POLITICAL THEORY I. The outstanding Anglo-American liberal political theorists from John Stuart Mill to the present. Prerequisite: 305 or 390.
- 489-3. RECENT POLITICAL THEORY II. The outstanding "scientific" political theorists from Karl Marx to the present. Prerequisite: 385 or 391.
- 490-3. RECENT POLITICAL THEORY III. The outstanding idealistic and

- nationalistic political theorists from Hegel to the present. Prerequisite: 385 or 391.
- 495-4. CONSTITUTIONAL LAW I. Constitutional law of the United States with emphasis upon cases dealing with the framework of our federal system. Prerequisite: 231.
- 496-4. CONSTITUTIONAL LAW II. Constitutional law of the United States with emphasis upon cases dealing with the framework of American liberties. Prerequisite: 231.
- 497-4. ADMINISTRATIVE LAW. Law as it affects public officials in carrying out the rights, duties, and necessary functions of the public office. Prerequisite: 360 or 395.
- 498-4. JURISPRUDENCE. (Theories of Law.) Major schools in legal thinking. Positive law and natural law. Idea of justice and concept of natural rights. Prerequisite: 231.
- 499-4. RESEARCH METHODS. Practical training in research and writing techniques in the field of government. Bibliographical materials, footnotes, use of law library facilities, and government documents.
- 501-525. SEMINARS. Preparation and presentation, for criticism, of assigned research papers. Hours of credit as announced.
501. SEMINAR IN CONTEMPORARY LEGISLATION. Prerequisite: 340 or consent of instructor.
- 502-3. SEMINAR IN GOVERNMENTAL PROBLEMS. Current problems in the field of American government. Consent of instructor required.
503. SEMINAR IN PRESSURE GROUPS. Prerequisite: 420 or consent of instructor.
505. SEMINAR IN POLITICAL PARTIES. Prerequisites: 380, 420, or consent of instructor.
508. SEMINAR IN INTERNATIONAL RELATIONS. Prerequisites: 370, 472 or 475, or consent of instructor.
509. SEMINAR IN INTERNATIONAL ORGANIZATION. Prerequisite: 472 or consent of instructor.
510. SEMINAR IN STATE GOVERNMENT. Prerequisite: 466 or consent of instructor.
511. SEMINAR IN LOCAL GOVERNMENT. Prerequisite: 467 or consent of instructor.
512. SEMINAR IN PUBLIC ADMINISTRATION. Prerequisite: 360 or consent of instructor.
513. SEMINAR IN CONSTITUTIONAL LAW. Prerequisite: 395 or consent of instructor.
515. SEMINAR IN COMPARATIVE CONSTITUTIONS. The nature of political constitutions, their foundations, amendment, interpretation, development, and overthrow; both contemporary and historical constitutions used as illustrations. Prerequisites: 390, 391, 392, or consent of instructor.
517. SEMINAR IN PROBLEMS IN POLITICAL THEORY.
- 520-3. SEMINAR IN AMERICAN FOREIGN POLICY.
- 521-1 to 12. READINGS IN GOVERNMENT. Supervised readings in selected subjects. Not more than 6 hours may apply toward the master's degree. Prerequisite: consent of instructor.

525-4. SEMINAR IN INTERNATIONAL LAW.

530-4 to 12. INTERNSHIP IN PUBLIC AFFAIRS. Field work in the office of a governmental agency; city, county, state, national, or international. Under certain circumstances it might be in the office of a political party organization or in that of some organized pressure group. The type of internship and the place and organization in which it is taken must be mutually satisfactory to the student and the department. A paper in which the student correlates his academic knowledge with his practical experience is required. Prerequisite: consent of department.

595-2 to 4. INDIVIDUAL RESEARCH. Selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Prerequisite: 499 or consent of instructor.

598A-1, 598B-1, 598C-1. TEACHING GOVERNMENT. A seminar course devoted to the general and specific problems of teaching government on the college level. To be required of all graduate assistants who are given teaching assignments, and strongly recommended for other graduate students who contemplate teaching on the college level. Open to staff members.

599-2 to 9. THESIS. Prerequisite: 499 or consent of instructor.

## GUIDANCE

Graduate majors in the Department of Guidance are available in the areas of guidance and counseling (elementary schools), guidance and counseling (secondary schools), guidance and counseling (general), and college student personnel work. A major in this department leads to the Master of Science in Education degree and to the Specialist's Certificate.

### *GUIDANCE AND COUNSELING*

The graduate major in guidance and counseling consists of at least thirty-two hours in guidance. Each student, under the direction of his adviser, will design a program to meet his individual needs. A course in educational psychology and a course in tests and measurements are prerequisites to entry into this program.

A program that is typical for secondary school guidance workers includes 412, 420, 426, 442, 537, 541, 543, and 545.

A program that is typical for elementary school guidance workers includes 412, 420, 426, 442, 525, 526, 545, and 562.

The candidate may complete the master's program with guided electives from the Department of Guidance and related areas. He may minor in a subject matter area or in another area of education.

The candidate may be certified by his state teacher certification agency

in the speciality of guidance by taking additional courses as recommended by his state.

### *COLLEGE STUDENT PERSONNEL WORK*

This is a two-year program with seventy-two hours of credit required. The student, in co-operation with his adviser, develops a program of studies in the following areas: (1) major concentration—philosophy and techniques of student personnel work, the student living center, administration of student personnel services, group activities, counseling, testing; (2) practicum—selected and supervised experience in counseling, group activities, housing, student aids, administration, and testing; (3) professional education—curriculum and administration of higher education, psychology, statistics, mental hygiene, research methods, the college as a community, home and family life; (4) electives—education or other academic disciplines.

- 400-0. ORIENTATION PRACTICUM IN COLLEGE PERSONNEL. The student spends 4-5 hours per week doing routine work under supervision in the Office of Student Affairs.
- 412-4. MENTAL HYGIENE. An integration of knowledge and principles concerning factors and conditions in the personal life that tend to facilitate or to deter mental health. Mental health viewed as living creatively in an atmosphere of satisfactory interpersonal relations. Prerequisite: 305.
- 420-4. EDUCATIONAL STATISTICS. The statistics needed by teachers for classroom use, the reading of educational literature, and informal educational research. Includes methods of organizing and presenting data, describing group performance, describing individual performance, model distributions, measure of relationship, measures of reliability, and tests of significance. Prerequisite: 305.
- 421-4. TESTS AND MEASUREMENTS IN THE SECONDARY SCHOOL. Philosophy and history of educational measurements. Principles and practice of test construction. Planning of testing programs for high schools, including the selection, administering, scoring, and interpretation of standardized tests. Prerequisite: 305.
- 422-4. TESTS AND MEASUREMENTS IN THE ELEMENTARY SCHOOL. Philosophy and history of educational measurements. Principles and practice of test construction. Planning of testing programs for elementary schools, including the selection, administering, scoring, and interpretation of standardized tests. Prerequisite: 305.
- 426-4. INDIVIDUAL INVENTORY. Principles and procedures for studying individual pupils and their problems, for guidance purposes. Emphasis on interview, observation, ratings, case study, cumulative record, etc. Prerequisites: 442, and 421 or 422.
- 440-2 to 6. STUDENT PERSONNEL WORK IN THE RESIDENCE HALLS. A basic laboratory and seminar approach to student personnel work in university residence halls. Prerequisite: consent of instructor.

- 441-4. **PHILOSOPHY AND TECHNIQUES OF STUDENT PERSONNEL WORK.** A critical study of the student personnel point of view. Consideration of various aspects of student life with particular attention to developing skills and techniques of working effectively with students individually and in groups. Prerequisite: consent of instructor.
- 442-4. **BASIC PRINCIPLES OF GUIDANCE.** Introductory course on student personnel services. Survey of philosophy, principles, and organization of guidance services. Prerequisite: 305.
- 446-4. **PERSONNEL WORK WITH COLLEGE STUDENT GROUPS.** Student organization in the university community. A critical examination of student group life—self government, leadership training, student union programming, academic clubs, special interest groups, fraternities and sororities. Special emphasis on understanding the dynamics of groups and the role of the adviser in the group. Prerequisite: 441.
- 475-4. **IMPLEMENTATION OF GUIDANCE PRINCIPLES IN THE PUBLIC SCHOOLS.** Survey course for non-guidance personnel. Emphasizes methods of co-operating with guidance personnel in establishing and maintaining a functional program of guidance services. Prerequisite: consent of instructor. Offered on demand.
- 481-1 to 6. **SEMINAR ON A SELECTED TOPIC.** Seminars conducted by staff members and/or distinguished guest lecturers on topics related to the area of guidance. Amount of credit will be determined on the basis of the topic and the amount of time required for adequate presentation.
- 485-4 to 9. **WORKSHOP IN EDUCATIONAL UTILIZATION OF COMMUNITY RESOURCES.** (Same as Education 485.)
- 501-2 to 6. **SPECIAL RESEARCH PROBLEMS.** For majors in the Department of Guidance. Formulating, investigating, and reporting on a problem in the area of guidance. Prerequisite: advanced standing and consent of instructor.
- 502-4. **MEASUREMENT AND EVALUATION OF PRODUCTS AND PROCEDURES.** See Industrial Education 502 for course description.
- 503-4. **TESTS AND MEASUREMENTS IN BUSINESS EDUCATION.** See Secretarial and Business Education 503 for course description.
- 511-4. **EDUCATIONAL IMPLICATIONS OF LEARNING THEORIES.** Survey of the major theories of learning; conditioning, connectionism, and field theory. Emphasizes the implications of these theories for classroom practice. Prerequisite: 305.
- 515-4. **PSYCHOLOGICAL ASPECTS OF EDUCATION.** Seminar in which each student prepares and presents a paper concerning a specific application of psychological principles in an educational situation. Discussion by class and staff follows each presentation. Prerequisite: consent of instructor.
- 520-4. **ADVANCED EDUCATIONAL STATISTICS.** Statistical methods needed for educational research. Includes reliability of statistics, tests of significance, nonparametrics, correlational analysis, and test selection. Prerequisite: 420.
- 521-4. **DESIGNING OF EXPERIMENTS IN EDUCATION.** Systems of organizing and analyzing data so that maximum information can be obtained. Includes analysis of variance, factorial design, square designs, mixed designs, tests of homogeneity, analysis of covariance, etc. Prerequisite: 520.

- 523-4. MEASUREMENT OF INTERESTS AND APTITUDES. Practical experience in determining pupils' interests and aptitudes as used by guidance personnel in the school. Emphasis on validity, reliability, appropriateness of norms, and interpretation of each test considered. Prerequisites: 421 or 422, 442, or consent of instructor.
- 525-4. SCHOOL BEHAVIOR PROBLEMS AND THEIR PREVENTION. Etiological factors, differential diagnosis, and methods used in the correction of behavior problems. Consideration of intra-community and extra-community facilities available in treatment programs. Includes in-service field work. Prerequisite: 412.
- 526-4. TECHNIQUES IN INDIVIDUAL GUIDANCE. Each student employs psychometric procedures, makes observations, and holds interviews with the student, the parent, the teachers, and others. The student to work with one individual throughout the term. Prerequisite: 426.
- 528-4. ADVANCED GUIDANCE OF THE INDIVIDUAL. A continuation of 426 or 526. Techniques and the methods of treatment which would apply to a particular case. Individual direction and guidance given students by members of the staff. Problems for consideration; educational difficulties, physical disorders, and the way in which these are related to behavior of school children. Prerequisite: 526.
- 535-4. INTRODUCTION TO INDIVIDUAL MEASUREMENT. Survey of theories and practices in the individual assessment of human behavioral characteristics, to develop understanding and appreciation of these concepts for use in the counseling relationship. Prerequisite: consent of instructor.
- 536A-4. APPRAISAL OF INTELLIGENCE (Elementary School Level).
- 536B-4. APPRAISAL OF INTELLIGENCE (Adolescents).
- 537-4. COUNSELING THEORY AND PRACTICE I. Systematic study of the major approaches to counseling. Observation and practice utilized to supplement didactic discussion. Prerequisite: 441 or 442 or consent of instructor.
- 538-3. COUNSELING THEORY AND PRACTICE II. Systematic study of major theories of counseling, as they apply to school situations. Supervised experience in role-playing utilizing these approaches to counseling. Prerequisite: 537.
- 539-3. COUNSELING THEORY AND PRACTICE III. Continuation of 538 with supervised experience in actual counseling to illustrate relationship of theory and practice. Prerequisite: 538.
- 540-4. ADMINISTRATION OF STUDENT PERSONNEL SERVICES AT THE COLLEGE LEVEL. Administrative leadership as applied to staff, administrators, student government, and the college community. Consideration of student discipline, budgeting, executive planning, records, relationships to academic divisions. Prerequisite: advanced standing in college student personnel program.
- 541-4. OCCUPATIONAL INFORMATION AND GUIDANCE. Designed for school counselors, industrial supervisors, and teachers to give them an orientation to and experience with occupational information and vocational adjustment. Prerequisite: consent of instructor.
- 543-4. GUIDANCE THROUGH GROUPS. Study of the methods, techniques,

and materials for the organization and utilization of groups for guidance purposes. Prerequisites: 412, 442.

- 544-4. THE STUDENT LIVING CENTER. The various types of student residences and how they affect student life. The physical plant, the organization of students, and the relation of the hall activities to the total campus program, both academic and social. Co-operating with foods services, health service, business management, and university administration. Prerequisite: 441.
- 545-4. PROBLEMS IN GUIDANCE. A seminar-laboratory course to discuss current problems in guidance as met by guidance workers in the field in the following areas. A. Problems in Guidance, B. College Student Personnel, C. Educational Diagnosis, D. Test Development, E. Test Analysis, F. Pupil Adjustment, G. Learning and Instruction, H. Individual Differences, J. Organization and Administration.
- 550-2 to 8. PRACTICUM IN STUDENT PERSONNEL WORK. Practical work experience, under supervision, is provided in each of the following practicum areas. Open to majors in student personnel work who present adequate background and course work. Not more than 8 hours granted in any one area. A. Counseling, B. Group Activities, C. Housing, D. Student Aids, E. Administration, F. Testing.
- 562A-4. CHILD DEVELOPMENT IN EDUCATION. How children mature and develop with emphasis upon manipulating the curriculum and other school activities to promote normal healthy development. Prerequisite: 412.
- 562B-4. ADOLESCENT DEVELOPMENT IN EDUCATION. The problems of adolescence with emphasis upon ways in which the school can help adolescents in solving these problems. Prerequisite: 412.
- 565-4. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS.
- 566-4. PSYCHOLOGY OF SECONDARY SCHOOL SUBJECTS.
- 573-2. SELECTION, PLACEMENT, AND FOLLOW-UP. Survey of current techniques and criteria used in selection, placement, and follow-up of both handicapped and non-handicapped employees.
- 574-1 to 12. SUPERVISED EXPERIENCE IN REHABILITATION. Experience both on and off campus in interviewing, counseling, case study, and placement of rehabilitation clients under adequate supervision.
- 575A-1 to 4. PRACTICUM IN REHABILITATION: COUNSELING. Practical experience in counseling the handicapped. Prerequisites: consent of Rehabilitation Institute.
- 576-4. PRACTICUM IN SCHOOL PERSONNEL WORK. Laboratory research course for advanced majors. Students to assist with testing programs, keeping records, counseling students. Research projects to accompany practical experience. Minimum of 12 hours per week "on the job." Prerequisite: advanced standing.
- 581-4. INTERNSHIP: APPRAISAL TECHNIQUES AND PROCEDURES. Supervised experience in administering, scoring, interpreting, and using tests in a public school program. Prerequisite: consent of instructor. Offered on demand.
- 582-4. INTERNSHIP: COUNSELING. Supervised counseling experience with students in a public school guidance program. To include counseling of

educational, vocational, social, and personal problems. Prerequisite: consent of instructor. Offered on demand.

583-4. **INTERNSHIP: GROUP GUIDANCE TECHNIQUES.** Supervised experience in conducting group guidance in a public school program. To include work with regularly scheduled group guidance classes as well as with clubs and other student organizations. Prerequisite: consent of instructor. Offered on demand.

596-5 to 9. **INDEPENDENT INVESTIGATION.** This is a field study required of each student working for the sixth-year professional certificate. The work should be done in the setting of a school system where the student is employed or where full co-operation is extended. The study will involve selecting of the problem, survey of pertinent literature, recording of results, and appropriate interpretations and summations.

599-5 to 9. **THESIS.**

## HEALTH EDUCATION

A student may follow one of two programs leading to a Master of Science in Education degree in health education: (1) he may select a minimum of twenty-four hours in health education, a minimum of sixteen hours in a minor field, and eight hours, with department approval, from graduate courses in education; (2) he may concentrate his work in health education up to a maximum of forty hours, and select the remaining eight hours, with department approval, from offerings in the field of education.

400-4. **HEALTH APPRAISAL OF SCHOOL CHILDREN.** The role of the teacher in the health appraisal of the school child, including school health examinations, use of health records, and emphasis on training for recognition of health deviations from normal common among school children. Not open to students who have had Health Education 450.

405-3. **METHODS AND MATERIALS IN SOCIAL HYGIENE.** Methods and materials course designed to prepare the prospective teacher to instruct in various phases of family life education.

413S-4. **SAFE AND HEALTHFUL LIVING OUTDOORS.** This course has to do with safe and healthful living outdoors. Areas to be included are foods, sanitation, survival, plants and animals, natural hazards, emergency care, water, riflery, and others. Prerequisites: 334, and at least 10 hours of biological sciences.

415S-4. **WORKSHOP IN DRIVER EDUCATION AND TRAFFIC SAFETY.** Summer course designed for pre-service and in-service teachers of driver education and traffic safety. Individual and group problems will be treated. Lectures by safety authorities, demonstrations, field trips, audio-visual materials, and individually supervised research in special problem areas. Prerequisite: 302 or equivalent.

442S-4. **DRIVER EDUCATION METHODS.** An advanced course in driver education which includes a study of existing courses of study, review of

- research, course-of-study planning, visitation and reporting, panel discussions, accident statistics, conducting the secondary school program, testing, and demonstration in the car. Prerequisite: 302.
- 443S-4. METHODS AND MATERIALS IN DRIVER EDUCATION. An advanced course in driver education which includes a study of existing courses of study, review of research, course-of-study planning, visitation and reporting, panel discussions, accident statistics, conducting the secondary school program, testing, and demonstration in the car. Prerequisite: 302.
- 450-4. HEALTH EDUCATION IN THE ELEMENTARY SCHOOL. Responsibilities of schools to instruct their students in basic fundamentals of how to live healthfully. Principles, methods, programs, and materials for the elementary teacher. The integration of health with other subjects, health observation of children, abnormalities, screening tests, and related materials. Not open to students who have had Health Education 400.
- 460-4. METHODS AND MATERIALS IN SECONDARY SCHOOL HEALTH EDUCATION. Shows the prospective teacher the fundamental processes involved in the teaching of health education at the secondary level.
- 461-4 to 6. WORKSHOP IN HEALTH EDUCATION. Summer course for in-service teachers, administrators, advanced students, nurses, social workers, and others interested in public health aspects of school and community living. Individual problems of classroom health treated as units in such fields as speech defects and their detection and correction, communicable disease control, nutrition, social and mental hygiene. Lecturers, demonstrations, films, field trips, and individually supervised research in special problems. Prerequisite: 100 or its equivalent.
- 462-4. HEALTH EDUCATION WORKSHOP. A continuation of 461 with emphasis on total school health teaching objectives.
- 463-4. HEALTH EDUCATION WORKSHOP. A continuation of 462 with emphasis on evaluation of total school health teaching program.
- 471-4. ORGANIZATION AND ADMINISTRATION OF SCHOOL HEALTH. Appraisal of over-all school organization for health education, including health service and personnel, health and safety instruction, school environment, school health examination, local, state, and federal resources for health, health councils, and interdepartmental relationships.
- 480S-4. WORKSHOP IN SAFETY EDUCATION. Summer course for in-service teachers, nurses, administrators, advanced students, and others interested in safety education as it applies to the public school and the community. Individual problems, lectures, demonstrations, films, field trips, and individual group study in special areas of interest. Prerequisite: 313 or 323 or consent of instructor.
- 488-3. HEALTH EDUCATION ASPECTS OF ENVIRONMENTAL SANITATION. Application of principles of learning to man's contacts with his environment: water, food, air, radiation, housing, and refuse. Emphasis is placed upon both individual and community aspects of environmental health. Prerequisites: 100, 205, or equivalent.
- 489-4. INTRODUCTION TO VITAL STATISTICS. An introduction to biostatistics; examination of theories of population growth; understandings of collection, organization, summarization, presentation, evaluation, and

- interpretation of data relative to biologic happenings. Prerequisite: Mathematics 120 or equivalent.
- 490-4 to 6. FIELD WORK IN SCHOOL AND COMMUNITY HEALTH. Field training, observation, and participation in current public and school health programs. Area schools and public health agencies will be utilized to provide practical experience for the health education student. Restricted to majors in the department.
- 500-4. COMMUNITY ORGANIZATION FOR HEALTH EDUCATION. Review of the philosophies of community organization for health; techniques of group work, current research in community organization, and examination of programs of community health agencies.
- 510-4. CONSTRUCTION OF THE CURRICULUM IN HEALTH EDUCATION. Review of health instruction programs in elementary and secondary schools, consideration of health needs and interests and their relationship to the curriculum, evaluation of health texts, and evaluation of current research.
- 511-5. PRACTICUM IN HEALTH EDUCATION WORKSHOP. Designed to give graduate and post-graduate students experiences in organizing, planning, and operating in-service training programs through workshop methods.
- 515-4. REVIEW OF CURRENT LITERATURE IN HEALTH EDUCATION, PUBLIC HEALTH, AND SAFETY EDUCATION. A survey and analysis of the newer publications in the related fields of health education, public health, and safety education.
- 520-4 to 6. SPECIAL PROJECTS IN HEALTH EDUCATION. For students who may wish to conduct more detailed research and study on advanced problems in the fields of public health, safety education, and health education.
- 525S-4. ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF SAFETY EDUCATION. Designed to give the student basic principles of organization, administration, and supervision in safety education. Problems, policies, practices, and methods involved in the organization and administration of a safety education program.

## HIGHER EDUCATION

The Department of Higher Education was established on July 1, 1959. Because of this recent establishment, details concerning its courses and degrees were not available to appear in this bulletin. Certain of the courses planned for this department are listed presently in the offerings of the Department of Secondary Education.

The general goal of the Department of Higher Education will be:

1. A program to interest and instruct college graduates in the college teaching profession and its problems.
2. A program to interest and instruct college graduates in the field of college administration.

3. A program to analyze and call attention to historical and current problems, issues, and opportunities in higher education.

For detailed information on courses and degrees, questions should be directed to Professor George H. Hand, Chairman, Department of Higher Education.

## HISTORY

Graduate courses in history may be taken as a major or minor leading to the Master of Arts degree, or as part of a social science major leading to the Master of Science in Education degree.

- 400-3 to 6. **TEACHERS' WORKSHOP IN CURRENT HISTORY.** A series of lectures, readings, discussions, and projects designed to aid the teacher in understanding and interpreting some of the major problems of present-day society.
- 401-3. **HISTORY OF THE SOUTH TO 1860.** An intensive study of the social, economic, political, and cultural development of the "Old South" to the Civil War, to bring out the distinctive culture and problems of the section. Prerequisite: 201.
- 402-3. **HISTORY OF THE SOUTH SINCE 1860.** The Civil War, political and economic reconstruction, and problems of the "New South". Prerequisite: 202 or 401.
- 405-3. **CIVIL WAR AND RECONSTRUCTION.** Emphasis upon the clash of national and sectional interests; economic, political, and military aspects of the conflict; course and consequences of reconstruction. Prerequisites: 201, 202.
- 410-2 to 5. **SPECIAL READINGS IN HISTORY.** Supervised readings for students with sufficient background. Registration by special permission only. Offered on demand.
- 411-3, 412-3, 413-3. **INTELLECTUAL HISTORY OF THE UNITED STATES.** Study of various types of economic, social, and political thought that have influenced the development of the nation. Prerequisites: 201, 202.
- 415-3. **THE AGE OF THE RENAISSANCE.** A treatment of the Italian Renaissance and its relationship to the political, economic, social, and cultural changes in the countries of northern and western Europe. Prerequisites: 101, 102, 103.
- 416-3. **PROTESTANT REFORMATION.** A study of the reform movement which divided the Christian Church into Protestantism and Catholicism, with a treatment of the Counter Reformation. Prerequisites: 101, 102, 103.
- 417-3. **THE BRITISH COMMONWEALTH OF NATIONS.** The evolution and present status of the Commonwealth of Nations and its self-governing and dependent units with an emphasis on the impact of the social, economic, and political ideas upon the pattern of control and development during each stage of growth.

- 418-3. ENGLISH CONSTITUTIONAL HISTORY. The evolution and functioning of the English legislative, administrative, and judicial systems with an emphasis on the ideas and principles that determined growth during each age.
- 419-3. ENGLISH CULTURE IN THE AGE OF AMERICAN COLONIZATION. An analysis of the English social, economic, political, and religious institutions and ideas which provided the foundation for the growth of American civilization.
- 420-3. THE FRENCH REVOLUTION. A sketch of the passing of feudalism in France and the background and development of the revolutionary movement with some attention to the Napoleonic period.
- 425-3. AMERICAN COLONIAL HISTORY. Founding of the American colonies, both French and English, and the development of social, political, economic, and cultural institutions through the Revolutionary period. Prerequisite: 201.
- 428-4. AGE OF JACKSON. Origins, background, and development of that phase of American democracy associated with the Jacksonian era. The political, social, and economic history of the years 1824-1844 will be considered in detail. Prerequisite: 201.
- 435-3, 436-3, 437-3. RECENT UNITED STATES HISTORY, 1865 TO PRESENT. A sequence of courses covering the major problems and trends from the Civil War to the present. Courses may be taken separately. Prerequisites: 201, 202.
- 440-3. HISTORY OF AMERICAN DIPLOMACY TO 1898. A study of the important treaty relations of the United States, and a general consideration of American foreign policies. Prerequisites: 201, 202.
- 441-3. HISTORY OF AMERICAN DIPLOMACY SINCE 1898. A continuation of 440.
- 442-3, 443-3, 444-3. HISTORY OF THE WEST. Courses for intensive study of the influence of the frontier on the main trends in United States history. One or all courses to be taken. Prerequisites: 201, 202.
- 445-2 to 8. SOUTH AMERICAN STUDY TOUR. See Foreign Languages 445 for course description.
- 449-4. EUROPE AND HER EXPANSION, 1870-1914. Age of Imperialism, alliances, and modern navies. Competition for natural resources and world markets. Prerequisites: 103, 212, or proper background.
- 450-5. THE WORLD SINCE 1914. Brief review of causes and results of World War I. Emphasis upon the League of Nations, war debts, disarmament, causes of World War II, Korean conflict, and United Nations.
- 451-3. HISTORIOGRAPHY. Development of history as a written subject, including works and philosophy of the various outstanding historians in ancient, medieval, and modern periods.
- 452-3. HISTORICAL RESEARCH AND THESIS WRITING. The rules of historical research studied and applied to a definite topic.
- 454-3. BIOGRAPHY IN AMERICAN HISTORY. Outstanding leaders and their contributions to the history of the United States. Attention to historical writers who specialize in biography. Prerequisite: a course in United States history.
- 470-3. ARGENTINA, BRAZIL, AND CHILE. A narrative and comparative

study of the independent era of the history of the three leading states of South America.

- 471-3. MEXICO IN THE NINETEENTH CENTURY. Significant aspects of Mexican life from independence to the decline of the Diaz Era.
- 472-3. MEXICO IN THE TWENTIETH CENTURY. An analysis of the political, economic, diplomatic, social, and cultural forces in modern Mexican life.
- 473-3. THE CARIBBEAN AREA IN THE TWENTIETH CENTURY. An inquiry into the changing role of the political, economic, strategic, and cultural nature of this Mediterranean of the New World.
- 480-3. THE END OF THE ROMAN REPUBLIC. The framework of the course is political, covering the years from 133 B.C. to A.D. 14. Attention is given also to Roman literature and culture, and to a broad view of the early empire (including Palestine) in the years immediately preceding the Christian Era.
- 481-3. THE EARLY CHRISTIAN ERA. The civilization of the first two centuries of the Roman Empire. Against a background of general political history, attention is directed to the philosophical schools, pagan religions, and other factors affecting the rise and extension of Christianity.
- 485-3. GREEK CIVILIZATION AND CULTURE. Development of the unique features of Greek thought (historical, religious, scientific, philosophical), art, literature, architecture, etc.
- 490-3. HISTORY IN THE SECONDARY SCHOOL. A comprehensive methods course for prospective teachers: history, government and civics, current events, economics, sociology, and geography; curriculum revision; grading of materials; classroom methods; teacher preparation; professional publications. Attention to the unified social science course.
- 500-3 to 9. HISTORY SEMINAR. Research methods applied to the various history fields.
- 510-2 to 5. READINGS IN HISTORY. Registration by special permission only.
- 515-3. CURRENT UNITED STATES HISTORY AND PROBLEMS. A content and research course dealing with contemporary American affairs. Consists of textbook assignments, outside readings. Prerequisite: proper background.
- 516-5. STUDIES IN CONTEMPORARY EUROPE. A content and research course in European civilization since 1914 which stresses the rise of totalitarianism and the democratic crisis.
- 517-5. CONSTITUTIONAL HISTORY OF THE UNITED STATES AND PROBLEMS. A content and research course involving origin and development of the American Constitution, from English background, through the convention, to the present.
- 518-3. ENGLAND IN THE AGE OF THE "GLORIOUS REVOLUTION." An analysis of the ideas and forces that converted the English government into a liberal state with an emphasis on the concepts and principles later applied in the establishment of the American Constitution.
- 519-5. THE AGE OF JEFFERSON. Rise and development of Jeffersonian Democracy, 1790-1824, with emphasis upon social, economic, and political programs of Republicans and Federalists; the clash of mercantile and agrarian interests.

- 520-3. **THE AGE OF CONSTANTINE.** A study of fourth-century Rome. Particular attention is given to religious policy. Such problems as the religious persecution preceding Constantine, his conversion to Christianity, the reaction following his death, the final establishment of Christianity as the official religion of the Empire.
- 553-3. **NEW VIEWPOINTS IN AMERICAN HISTORY.** New interpretations and recent developments in the field of American history. Prerequisites: 201, 202.
- 590-1 to 6. **INDIVIDUAL RESEARCH.** The investigation of a research topic in history under the supervision of a member of the graduate staff in the particular field. By special arrangement.
- 599-3 to 9. **THESIS.**

## HOME ECONOMICS

Graduate work in home economics in the four areas listed below may be taken toward the Master of Science and Master of Science in Education degrees.

### *CLOTHING AND TEXTILES*

- 461-4. **PROBLEMS IN FITTING AND PATTERN ALTERATIONS.** Principles of fitting and pattern alterations as related to various figure types and special figure problems. Application made by fitting and constructing a dress. Prerequisites: 127, 233, or equivalent.
- 473-4. **ADVANCED TAILORING.** The student will tailor one garment for herself. Time-saving methods, high-quality construction details, and professional finishes stressed. Prerequisite: 360 or equivalent. Offered on demand.
- 474-4. **ADVANCED TEXTILES.** The physical and chemical analysis of textiles. Problems dealing with standards, labeling, and legislation. Current literature of developments with the field. Offered on demand.
- 480-2 to 8. **SPECIAL PROBLEMS.** For students recommended by their chairman and approved by head of department and instructor in charge for independent advanced work or directed study.
- 481-2 to 6. **READINGS.** Supervised readings for qualified students. Consent of instructor and chairman of department.
- 570-4. **CLOTHING AND TEXTILES SEMINAR.** Selected problems within the field of clothing and textiles. Offered on demand.
- 571-4. **RECENT RESEARCH IN HOME ECONOMICS.** Review of selected research in various phases of home economics in related fields. Sources of research will include colleges, universities, and governmental and industrial agencies. Offered on demand.
- 582-4. **FOUNDATIONS OF FASHION.** Anthropological approaches to fashion and socio-economic and psychological forces as determinants of fashion in modern times. Prerequisites: 329, 339 or consent of instructor.
- 599-5 to 9. **THESIS.**

### *FOOD AND NUTRITION*

- 480-2 to 8. **SPECIAL PROBLEMS.** For students recommended by their chairman and approved by head of department and instructor in charge for independent, advanced work or directed study.
- 481-2 to 6. **READINGS.** Supervised readings for qualified students. Consent of instructor and chairman of department.
- 571-4. **RECENT RESEARCH IN HOME ECONOMICS.** Review of selected research in various phases of home economics and related fields. Sources of research will include colleges, universities, and governmental and industrial agencies.
- 580-4. **RECENT DEVELOPMENTS IN NUTRITION.** Critical study of recent scientific literature in nutrition. Prerequisite: 320 or equivalent.
- 581-4. **RECENT TRENDS IN FOODS.** An evaluation of recent literature on food preparation principles and the commercial development of prepared foods for home use. Prerequisite: 335. Offered on demand.
- 599-5 to 9. **THESIS.**

### *HOME ECONOMICS EDUCATION*

- 414-4. **HOME ECONOMICS FOR ELEMENTARY TEACHERS.** Units of work in nutrition, school lunches, family and social relationships, textiles, and clothing.
- 415-1. **INTRODUCTION TO GRADUATE STUDY.** Seminar to orient the student to graduate work through relation of courses to goals of program, standards of work, habits of thinking, communication of ideas, uses of professional materials and publications. Required. Student should take at first opportunity.
- 480-2 to 8. **SPECIAL PROBLEMS.** For students recommended by their chairman and approved by head of department and instructor in charge for independent, advanced work or directed study.
- 481-2 to 6. **READINGS.** Supervised readings for qualified students. Consent of instructor and chairman of department.
- 500-4. **RESEARCH METHODS.** Methods employed in research in home economics education with special study of one according to interest and needs of student. Development of prospectus. Prerequisites: Guidance 420, 421, or consent of instructor.
- 505-4. **HOME ECONOMICS IN SECONDARY SCHOOLS.** Consideration of the curriculum for homemaking education in the secondary school. A critical survey of resources. The place of homemaking education in the school and community.
- 506-4. **EVALUATIVE PROCEDURES IN HOME ECONOMICS.** Principles and procedures underlying appraisal and evaluation. Development and critical consideration of instruments for appraising pupil growth and the program of instruction. Emphasis placed on values.
- 510-4. **SUPERVISION OF HOME ECONOMICS.** Nature, function, and techniques of supervision at all levels. Emphasis given to supervision of

- student teachers. Experience in the field will be provided for qualified teachers.
- 515-4. SEMINAR IN HOME ECONOMICS EDUCATION. Current trends, problems, needs in the field. Attention given to problems and needs of students.
- 516-4. ADVANCED METHODS OF TEACHING HOME ECONOMICS. Recent trends in methods based on research and experimental programs; furthering good relations in homemaking classes as means of clarifying and accomplishing goals; teacher's role; techniques useful in furthering good relations within group and in meeting individual needs. Emphasis given to social significance of these procedures.
- 517-4. METHODS AND MATERIALS FOR ADULT PROGRAMS IN HOME ECONOMICS. Philosophy of adult education; unit planning, methods, techniques, and resources useful in adult homemaking programs.
- 571-4. RECENT RESEARCH IN HOME ECONOMICS. Review of selected research in various phases of home economics and related fields. Sources of research will include colleges, universities, and governmental and industrial agencies.
- 599-5 to 9. THESIS.

### *HOME AND FAMILY*

- 424-4. SELECTION, USE, AND CARE OF APPLIANCES. Materials used in equipment, methods of construction, principles of operation of appliances for cooking, refrigeration, laundering, cleaning; selection, operation, and care of appliances to obtain maximum satisfaction in use. Offered on demand.
- 435-4. WORK SIMPLIFICATION IN HOME MANAGEMENT. Basic scientific work simplification principles applied to work done in the home by full-time employed or physically handicapped homemakers.
- 480-2 to 3. SPECIAL PROBLEMS. For students recommended by their chairman and approved by head of department and instructor in charge for independent, advanced work or directed study.
- 481-2 to 6. READINGS. Supervised readings for qualified students. Consent of instructor and chairman of department.
- 540-4. TRENDS IN CONSUMER PROBLEMS. Social, legal, and economic problems that pertain to the consumer. Consumer education in the public school program; selection of individual problems for investigation. Prerequisite: 341 or equivalent.
- 550-4. ADVANCED HOME MANAGEMENT. Readings, observations, projects, and discussions on selected problems with emphasis on time, money, energy, and family relations. Prerequisites: 331, 332, or equivalent.
- 556-4. THE PRE-SCHOOL CHILD. Growth of the child from birth to six years with emphasis on the various aspects of growth and their interrelationships.
- 562-4. CHILD DEVELOPMENT THROUGH HOME AND SCHOOL. The normal, healthy development of children as it takes place in the home and is promoted by the curriculum and other school activities.

- 566-4. SEMINAR IN HOME AND FAMILY LIFE. Factors that promote satisfactions within the immediate family; planning and preparing teaching units and source materials in this field.
- 571-4. RECENT RESEARCH IN HOME ECONOMICS. Review of selected research in various phases of home economics and related fields. Sources of research will include colleges, universities, and governmental and industrial agencies.
- 599-5 to 9. THESIS.

## INDUSTRIAL EDUCATION

Graduate students may elect industrial education as a major or minor for the Master of Science in Education degree. Advanced study beyond the master's degree is also provided, although a doctoral degree is not available at this time.

- 400-4. PRODUCTION ILLUSTRATION. Axonometric projection, perspective, line and surface shading, exploded views, pictorial details, and assemblies, with special emphasis on illustration for assistance to assembly personnel and for catalog and advertising purposes. Prerequisite: 205 or 233.
- 430-2 to 6. SPECIAL PROBLEMS IN THE ARTS AND INDUSTRIES. Special instruction in the solution of problems in specific subject matter fields.
- 435-6 to 12. MANUAL ARTS INTERNSHIP. Supervised hospital experience featuring various applications of manual arts therapeutical treatments. Maximum of 6 hours at one time may be repeated until a maximum of 12 hours has been earned.
- 480-4. PROBLEMS OF ELEMENTARY INDUSTRIAL EDUCATION. Problems involved in teaching and supervising industrial education at the elementary school level.
- 490-4. PRINCIPLES OF INDUSTRIAL TEACHING. Activities of industrial education teachers in the promotion of interest and motivation of learning in industrial subjects. Emphasis on planning and methods of presentation.
- 491-3 to 4. PRINCIPLES OF TRADE TEACHING. Emphasis on methods of teaching. Required in vocational industrial teacher education curriculum.
- 492-4. SCHOOL SHOP PLANNING. Principles and practices underlying modern school shop planning. Actual school shop plans required.
- 494-3 to 4. ORGANIZATION AND ADMINISTRATION OF INDUSTRIAL EDUCATION. Principles and policies governing the administration of industrial education programs in elementary, junior, senior high schools; relation of federal and state supervision of industrial education to local administration.
- 495-3 to 4. OCCUPATIONAL ANALYSIS. Involves the fundamental steps for analyzing trades and other occupations with some thought toward establishing appropriate units of instruction for the apprentice or student. Jobs, operations, and essential related information are analyzed.

- 496-3 to 4. SELECTION AND ORGANIZATION OF SUBJECT MATTER. Selection and arrangement of teaching content; preparation of assignment, operation, information, and job sheets; preparation of tests.
- 497-4. THE LITERATURE OF INDUSTRIAL EDUCATION. An introduction to the literature in the field of industrial arts and vocational industrial education. Of importance to persons who expect to make industrial teacher education a career.
- 498-4. ORGANIZING AND ADMINISTERING THE GENERAL SHOP. Study and practice in the development of a general shop featuring multiple offerings. Development and organization of appropriate instructional materials and teaching aids.
- 500-2 to 4. SPECIAL INVESTIGATIONS IN INDUSTRIAL EDUCATION. For students who wish to make a thorough investigation of a specific problem in industrial education.
- 502-4. MEASUREMENT AND EVALUATION OF PRODUCTS AND PROCEDURES. Criteria and instrument development, testing techniques, and appraisals. Special emphasis given to the principles and methods of evaluation of progress in laboratory and shop subjects of a practical arts nature. Experience in development and construction of pertinent and effective evaluative devices.
- 504-4. HISTORY AND PHILOSOPHY OF INDUSTRIAL EDUCATION. Leaders, organizations, and movements in development and progress of industrial education.
- 505-4. SUPERVISION OF INDUSTRIAL EDUCATION. Study of basic philosophy, purposes, and procedures of specified staff and national plans. Qualifications of the supervisor, of adopted plans, his duties and responsibilities at the various school levels with respect to development and improvement of instruction in shop and drawing subjects. Procedures used in upgrading teachers and facilities; development and use of professional incentives.
- 506-4. PROBLEMS OF CO-ORDINATOR. Problems and procedures involved in setting up and operating co-operative part-time and evening school programs.
- 508-4. TEACHING AIDS IN INDUSTRIAL EDUCATION. Selection, development, and use of industrial illustrations and instructional aids and devices.
- 541-4. OCCUPATIONAL INFORMATION AND GUIDANCE. Designed for school counselors, industrial supervisors, and teachers to give them orientation to and experience with occupational information and vocational adjustment. Prerequisite: consent of instructor.
- 550-4. COLLEGE TEACHING OF INDUSTRIAL AND TECHNICAL SUBJECTS. Problems of college students and their adjustments to college-level industrial and technical subject-matter. Organization of instructional materials; methods of instruction; organization and administration of college laboratory facilities; and the professional problems, ethics, and advancement of college technical teachers. Prerequisite: Educational Administration and Supervision 500 or Industrial Education 590.
- 580-3 to 9. SEMINAR IN INDUSTRIAL EDUCATION.
- 590-3 to 6. RESEARCH IN INDUSTRIAL EDUCATION.
- 599-1 to 9. THESIS.

## INSTRUCTIONAL MATERIALS

Graduate courses in instructional materials may be taken for a major toward the Master of Science in Education degree. They may be taken also as a minor in library service or as a minor in audio-visual education toward the Master of Science in Education degree.

- 400-2. **LIBRARY RESEARCH METHODS.** Introduction to the use of library materials in graduate research. Includes a survey of scholarly publishing and the use of reference works in various subjects.
- 405-4. **LIBRARY MATERIALS FOR CHILDREN.** Study of the aids, methods, and criteria for the selection and use of books and other instructional materials for children in the elementary schools. Open to juniors with consent of instructor.
- 406-4. **LIBRARY MATERIALS FOR ADOLESCENTS.** A study of the aids, methods, and criteria for the selection and use of books and other instructional materials for students in the high school. Open to juniors with consent of instructor.



- 417-4. AUDIO-VISUAL METHODS IN EDUCATION. Selection and utilization of audio-visual methods in the teaching situation, elementary through adult levels. Motion pictures, slides, filmstrips, and recordings particularly stressed. Prerequisite: Guidance 305.
- 420-4. SCHOOL LIBRARY ACTIVITIES AND PRACTICE. Supervised practice and observation integrated with instruction in the typical activities of school librarianship; storytelling, publicity, developing units of library instruction, and work with students. Prerequisite: 303, 306, 308, 405 or 406.
- 440-2. PHOTOGRAPHY FOR TEACHERS. Techniques of picture-taking and the preparation of slides and photographs of community resources for use in classroom instruction—and for school public relations. Materials and techniques for making pictures for classroom use. Emphasizes the getting of educational material for color slides and study prints.
- 445-4. PREPARATION OF TEACHER-MADE AUDIO-VISUAL MATERIALS. Laboratory practice in the preparation of bulletin boards, opaque materials, models, lantern and 2 x 2 slides, recordings, feltboards, and other graphic materials. Prerequisite: 417 or consent of instructor.
- 457-4. RADIO AND TELEVISION IN THE CLASSROOM. Existing children's programs and their value to the teacher and school administrator in the classroom. Sample tapes of radio programs and kinescopes will be used.
- 458-4. THE MEDIUM OF THE MOTION PICTURE. A study of the full range of expression by motion pictures including the documentary, theatrical, educational, experimental, and industrial films. Representative films will be screened.
- 510-4. MASS COMMUNICATIONS IN EDUCATION. The school and libraries in mass communication. The problems of propaganda, intellectual freedom, methods of research, and international aspects of communication are considered.
- 514-4. READING AND VISUAL STUDIES. A survey of research in individual reading interests and habits, the sociological effect of reading, and the reading of pictures as a basis for selection. Prerequisite: 405, 406, 417.
- 530-4. HISTORY OF BOOKS AND LIBRARIES. The evolution of the printed book and the rise and development of modern libraries.
- 546-4. INTEGRATION OF AUDIO-VISUAL MATERIALS IN THE CLASSROOM. Selection of materials for integration in the curriculum. Criteria and appreciation of the place of each type of audio-visual material in the classroom. Prerequisite: 417.
- 547-4. SCHOOL FILM AND FILMSTRIP PRODUCTION. Simplified techniques for teachers and audio-visual co-ordinators who may need to produce school-made films and filmstrips to meet local school problems.
- 548-4. SUPERVISION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM. Intended to provide professional information and training for anyone who has administrative responsibilities for an audio-visual program. For teachers, co-ordinators, or directors.
- 549-4. VISUAL LEARNING. Learning from pictures in the classroom, the design of still and moving pictures, pictures used in testing preception, and the place of pictures in advertising and communication. Prerequisite: consent of instructor.
- 554-4. ADMINISTRATION OF AN INSTRUCTIONAL MATERIALS

CENTER. The basis of this course is the concept of a single agency in the schools that encompasses all forms of instructional materials. It is designed to further the training of specialists in the supervision and administration of integrated audio-visual and library programs. Prerequisites: 303, 548, Educational Administration and Supervision 456, 460, or equivalent.

- 560-4. SEMINAR IN INSTRUCTIONAL MATERIALS. Designed to give advanced graduate students an opportunity to investigate and discuss topics in instructional materials before the seminar group. Topics selected would depend on background and interest of individuals.
- 576-2 to 4. PROBLEMS IN INSTRUCTIONAL MATERIALS. Opportunity for individual study of selected problems. Prerequisite: consent of instructor.
- 599-5 to 9. THESIS.

## JOURNALISM

Graduate work in journalism leading to the Master of Arts or Master of Science degrees is offered in the Department of Journalism. Candidates for a master's degree are required to complete forty-eight hours of graduate work including a thesis demonstrating a capacity for investigation and independent thought. Approximately one-half of the graduate work should be in professional journalism courses, with the remainder in courses in the liberal arts.

- 421-4. SCHOOL PUBLICATIONS. Designed for the prospective journalism teacher or high school publications director. Deals with practical production problems of newspapers and yearbooks.
- 422-3. TEACHING HIGH SCHOOL JOURNALISM. Teaching methods of journalism in secondary schools, organization and course of study, bibliography, use of journalism courses for school publications production.
- 432-3. COMMUNICATION AGENCIES AND PUBLIC OPINION. Press, radio, television, and motion pictures and their role in the opinion process.
- 433-3. MEASUREMENT OF PUBLIC OPINION. The sampling survey as a research tool; survey methodologies.
- 501-1 to 9. LITERATURE OF JOURNALISM. Critical reading of selected books relating directly and indirectly to journalism; lectures; reviews; discussions.
- 530-4. SEMINAR IN NEWSPAPER EDITORIAL POLICIES. Observation of the comment function performed by the daily newspaper as related to current issues; role of the editorial writer, syndicated columnist, cartoonist.
- 532-4. SEMINAR IN PUBLIC OPINION AND PROPAGANDA. Study of the developing literature in this field of specialization.
- 533-1 to 9. RESEARCH PROBLEMS IN JOURNALISM. Individual work on selected problems for research.
- 599-3 to 9. THESIS.

## MATHEMATICS

Graduate work in mathematics may be taken as a major or minor leading to the Master of Arts, Master of Science, or Master of Science in Education degrees.

### *SPECIAL GRADUATE MINOR*

A special group of graduate courses is offered for secondary school teachers who did not take undergraduate majors in mathematics or who may have taken such majors some time ago. These courses may be taken for a minor by persons working for a Master of Science in Education degree. The purpose of these courses is to provide a modern viewpoint of the basic principles of algebra, geometry, calculus, and some of the fields of application. The courses which are offered exclusively for this special program include 440, 442, 541, 543, 544. It is planned to offer at least six hours of work on this program each summer so that a graduate minor may be completed in three summers.

- 408-3. BOUNDARY VALUE PROBLEMS. Characteristic functions, orthogonal functions, self-adjoint equations, Sturm's theorem, and certain partial differential equations of physics. Prerequisite: 306.
- 410-3, 411-3, 412-3. STATISTICAL ANALYSIS I, II, III. An introduction to the principles and techniques of statistical inference. Elements of probability theory. Population, sample and sampling distributions. Estimation and testing hypotheses on means and variances. Analysis of enumeration data. Regression and correlation. Analysis of variance and covariance. Nonparametric methods. Topics in experimental design. For students in fields using statistical methods. Will not normally be counted on a mathematics major.
- 415-4. NON-EUCLIDEAN GEOMETRY. An introduction to hyperbolic and elliptic plane geometry and trigonometry. Emphasis given to the nature and significance of geometry and the historical background of non-Euclidean geometry. Prerequisite: 252.
- 425-3. THEORY OF NUMBERS. Topics in elementary number theory, including properties of integers and prime numbers, divisibility, Diophantine equations, and congruence of numbers.
- 430-4. SYNTHETIC PROJECTIVE GEOMETRY OF THE PLANE. Introduction to the fundamental concepts of projective geometry, including study of conics and polar systems of conics. Prerequisite: 113.
- 431-4. ANALYTIC PROJECTIVE GEOMETRY OF THE PLANE. Introduction to homogeneous co-ordinates; cross-ratio, harmonic sets, duality, projectives, involutions, and conics, using algebraic methods. Prerequisite: 20 hours of college mathematics, including 113.

- 440-2 to 4. MODERN ALGEBRA FOR TEACHERS. An introduction to algebra as a logical system, including groups, rings, and fields. Offered as part of the special graduate minor for secondary school teachers. Prerequisite: consent of instructor.
- 442-3. SURVEY OF GEOMETRY. A survey of geometry, including projective geometry, topology, etc. Offered as part of the special graduate minor for secondary school teachers. Prerequisite: consent of instructor.
- 452-3, 453-3, 454-3. ADVANCED CALCULUS. A precise presentation of the fundamental concepts of analysis, i.e., limits, continuity, differentiation, and integration. Major topics include partial differentiation, vector analysis, Riemann-Stieltjes Integrals, infinite series, and improper integrals. Prerequisite: 253.
- 455-3. PROGRAMMING FOR DIGITAL COMPUTERS. An intensive course in digital computer programming using an IBM 650 computer for laboratory work. Topics include computer organization and characteristics; machine language coding; flow charts, sub-routines; optimum and symbolic coding; compilers and interpretive systems. Prerequisite: consent of instructor.
- 460-4. MODERN GEOMETRY. Advanced topics in Euclidean geometry by the synthetic method. Topics including the nine-point circle, Simson line, theorems of Ceva and Menelaus, coaxal circles, harmonic section, poles and polars, similitude, and inversion. Prerequisite: 20 hours of college mathematics.
- 470-3 to 6. SPECIAL TOPICS FOR PHYSICAL SCIENCE STUDENTS. Selected topics needed in physics and other physical sciences. Prerequisite: 305.
- 475-3. NUMERICAL METHODS. An introduction to approximation methods including finite differences and interpolation; numerical differentiation and integration; curve fitting, numerical solution of algebraic, transcendental, and differential equations. Prerequisites: 305, or 253 and consent of instructor.
- 480-3, 481-3, 482-3. PROBABILITY AND STATISTICS. An introduction to probability theory and the mathematical methods used in obtaining procedures for various problems of statistical inference. Topics include the algebra of probabilities, discrete and continuous distributions, limit theorems, sampling distributions, principles of statistical estimation, and testing hypotheses. Prerequisite: 253.
- 510-4. FOUNDATIONS OF MATHEMATICS. A critical survey of the logical basis of mathematical systems. Deductive processes, mathematical proof theory, axiomatics, nature of model systems, principles of theory construction, views concerning the nature of mathematics. Prerequisites: 253 and consent of instructor.
- 520-1 to 4. MODERN ALGEBRA I. Intended to display some of the richness of algebra when other possible mathematical systems are considered in addition to the traditional one based upon ordinary systems of algebra. Uniqueness of factorization, rational numbers and fields, polynomials, complex numbers, and theory of permutation groups.
- 521-1 to 4. MODERN ALGEBRA II. A continuation of 520. Additional group theory, vector spaces, matrices, algebraic number fields.
- 530-3 to 6. POINT SETS AND TOPOLOGY. General properties of sets. Topol-

- ogy of plane sets. Closed sets and open sets in metric spaces, homeomorphism and continuous mappings, separation theorems, connectivity properties.
- 535-4. ALGEBRAIC PLANE CURVES. A study of algebraic plane curves of order higher than two, including an introduction to the history and methods of algebraic geometry. Lectures, assigned readings, and exercises. Prerequisite: 253.
- 541-2 to 4. PROBABILITY FOR TEACHERS. The elements of probability, with some applications to social sciences. Offered as part of the special graduate minor for secondary school teachers. Prerequisite: consent of instructor.
- 542-2 to 4. ELEMENTARY FUNCTIONS FROM AN ADVANCED STAND-POINT. Analysis of properties of algebraic, trigonometric, exponential and logarithmic functions using contemporary notion of function. Prerequisite: consent of department chairman.
- 543-2 to 4. NON-EUCLIDEAN GEOMETRY FOR TEACHERS. Designed to show the similarities and differences of Euclidean and non-Euclidean geometries. Offered as part of the special graduate minor for secondary school teachers. Prerequisite: consent of instructor.
- 544-3. FUNDAMENTAL CONCEPTS OF CALCULUS. A careful study of the basic concepts of calculus. Offered as part of the special graduate minor for secondary school teachers. Prerequisite: consent of instructor.
- 550-1 to 5. SEMINAR IN THE TEACHING OF MATHEMATICS. Supervised study and preparation of reports on assigned topics in the field. Reports presented for class discussion. Prerequisite: consent of instructor.
- 555-4. INTRODUCTION TO COMPLEX VARIABLES. Prerequisite: 453.
- 590-1 to 5. SEMINAR. Prerequisite: consent of instructor.
- 595-2 to 10. SPECIAL PROJECTS. Individual projects, including a written report.
- 599-5 to 9. THESIS.

## MICROBIOLOGY

Graduate courses in microbiology may be taken as a major or minor leading to the Master of Arts and Master of Science degrees, or as a part of a biological science major leading to the Master of Arts, Master of Science, and Master of Science in Education degrees.

The Doctor of Philosophy degree in microbiology will be awarded to a candidate in recognition of achievement in independent research and in advanced studies. His original contribution to knowledge, evidenced in the dissertation, together with a superior comprehensive scholarship record and satisfactory completion of prescribed examinations are the criteria for the degree. Emphasis will be placed on his critical evaluation of and familiarity with the existent developments in microbiology and related areas of study.

The Department of Microbiology and the Biological Research Laboratory offer facilities for research in microbial genetics, cytology, radiation biology, physiology and biochemistry of microorganisms, medical microbiology, immunology, and virology. In addition to the library facilities, reprint collections covering many topics in microbiology are available for student use.

To be eligible for the doctoral degree, the student must satisfy the following requirements. (1) He must complete at least 144 hours of graduate work and research. Credit for research may not exceed sixty out of the 144 hours. (2) He must demonstrate his proficiency in statistics and his ability to read with reasonable facility scientific literature in two modern languages. (3) He must pass the qualifying examination and a final oral examination. (4) He must submit a dissertation based on his research.

A minor may be elected as part of a doctoral program in microbiology, subject to approval of the department, from courses in any program which constitute a major for the master's degree. A minor in microbiology for the doctorate in another biological science consists of general microbiology

*A method for counting colonies of microorganisms.*



and twenty hours selected from courses offered and approved by the department.

- 401-2. SEMINAR. Prerequisites: 100, and 201 or 301.
- 402-5. GENETICS. See Zoology 401 for course description.
- 403-5. MEDICAL BACTERIOLOGY. A general survey of the mechanisms of infection, epidemiology, and immunity and the specific application of these principles to the symptomatology, diagnosis, treatment, and control of the more common bacterial, rickettsial, and viral infections of man. 3 hours lecture and 4 hours laboratory. Prerequisite: 201 or 301 or equivalent.
- 406-5. PROTOZOOLOGY. (Same as Zoology 406.) Taxonomy, cytology, reproduction and physiology of unicellular animals. Laboratory methods of culturing and studying. Prerequisite: one year of zoology.
- 422-5. MICROBIOLOGY OF FOODS. The relationships of microorganisms to the preparation and preservation of foods with consideration of the laws governing sanitation, chemical preservatives, and fair dealing of the food producer. 3 hours lecture, 4 hours laboratory. Prerequisite: 201 or 301.
- 423-5. INDUSTRIAL FERMENTATION. The application of the chemical activities of microorganisms to the industrial production of beverages, foods, antibiotics, and various commercial chemicals. 3 hours lecture, 4 hours laboratory. Prerequisites: 201 or 301 and organic chemistry.
- 424A-2 to 3. SOIL MICROBIOLOGY. (Same as Plant Industries 424A.) Numbers, characteristics, and biochemical activities of soil microorganisms, with particular consideration of their role in the transformations of organic matter, nitrogen, and minerals as related to soil fertility and management. Lectures. Prerequisite: Botany 101.
- 424B-2. SOIL MICROBIOLOGY LABORATORY. (Same as Plant Industries 424B.) Experiments designed to determine numbers, and to study the characteristics and biochemical activities of the soil microflora as related to fertility. Prerequisites: 100 or 301, 424A.
- 425-3. BIOCHEMISTRY AND PHYSIOLOGY OF MICROORGANISMS. The chemical basis of physiological functions in microbial cells with emphasis on the pathways of metabolism common to all living things. 3 hours lecture. Prerequisites: 201 and organic chemistry.
- 426-2. BIOCHEMISTRY AND PHYSIOLOGY OF MICROORGANISMS. 4 hours laboratory. Prerequisite or corequisite: 425.
- 441-3. VIROLOGY. Properties, cultivation and titration of viruses and rickettsiae; cellular infection, multiplication and liberation of virus; immunological reactions and serological identification; haemagglutination and interference phenomena. Consideration of selected viral and rickettsiae diseases of animals. 3 hours lecture. Prerequisite: 403.
- 442-2. LABORATORY STUDIES IN VIROLOGY. Cultivation and titration of bacterial, plant and animal viruses; immunological reactions and serological identification; haemagglutination and interference phenomena. 4 hours laboratory. Prerequisite or corequisite: 441.
- 451-4. IMMUNOLOGY. Natural and acquired immunity; antigens, antibodies and antigen-antibody reactions; hypersensitivity; practical use of immunity and hypersensitivity. 3 hours lecture. Prerequisite: 403.

- 452-2. IMMUNOLOGY LABORATORY. Study of natural and acquired immunity: phagocytosis, antibody production, antigen-antibody reaction. Blood grouping and gel diffusion. Anaphylaxis. Titration of antisera, toxins, etc. in-vivo. 4 hours laboratory. Prerequisite or corequisite: 451.
- 500-2. SEMINAR.
- 501-2. GENETICS OF MICROORGANISMS. The general principles of genetic analysis with accent on tetrad analysis of yeast. 2 hours lecture.
- 503-2. CYTOLOGY OF MICROORGANISMS. Problems involved in the behavior of chromosomes at meiosis with special consideration of genetical data. 2 hours lecture.
- 504-5. METHODS OF MICROBIOLOGICAL RESEARCH. The recognition and plan of attack upon unsolved problems in microbiology. 3 hours lecture.
- 505-1. THE YEAST.
- 506-2. BIBLIOGRAPHICAL METHODS IN MICROBIOLOGY. Methods of communication of information in microbiology. 1 hour lecture, 2 hours laboratory.
- 511, 512, 513-3 to 15. RESEARCH.
- 525-3. BIOCHEMISTRY AND PHYSIOLOGY OF MICROORGANISMS. A continuation of 425.
- 526-2. BIOCHEMISTRY AND PHYSIOLOGY OF MICROORGANISMS. A continuation of 426. 4 hours laboratory. Prerequisite or corequisite: 525.
- 527-2. SPECIAL TOPICS IN THE COMPARATIVE PHYSIOLOGY OF MICROORGANISMS. A review of recent research.
- 528-1 to 10. READINGS IN MICROBIOLOGY. Supervised readings for qualified graduate students.
- 550-4. MICROBIOLOGY FOR HIGH SCHOOL TEACHERS. Principles of microbiology with emphasis on the relation of the microbial world to plants and animals. Information regarding materials and methods applicable to high school biology courses. 2 lectures and 2 laboratory periods or field trips per week.
- 552-1. SEMINAR IN BIOLOGICAL SCIENCES. Discussion of topics in biology of particular interest to high school biology teachers.
- 599-3 to 9. THESIS.
- 600-3 to 48. THE DISSERTATION FOR DOCTORAL CANDIDATES. Hours and credit to be arranged.

## MUSIC

Work may be taken toward the Master of Music and the Master of Music Education degrees.

The Master of Music degree is offered with specialization in music history-literature, theory-composition, and applied music.

Requirements are eighteen hours in the field of specialization; three to nine hours in 599 (thesis); 501; 502 (nine hours); plus sufficient elective hours in music to total forty-eight hours.

The Master of Music Education degree follows a similar pattern of course distribution: eighteen hours in the specialization area with a minimum of twelve hours in music education courses and a maximum of eight hours to be elected in professional education courses in consultation with the adviser; three to nine hours in 599 (thesis); 501; 502 (nine hours); plus sufficient elective hours in music to total forty-eight hours.

- 411-3. SYMPHONIC LITERATURE. Development of the symphony and the symphonic poem to 1900.
- 412-3. CHORAL LITERATURE. The literature of the larger vocal forms such as the cantata and oratorio to 1900.
- 413-3. CHAMBER MUSIC LITERATURE. Chamber music literature from the Renaissance to the present.
- 441-2. SIXTEENTH-CENTURY COUNTERPOINT. Species counterpoint and creative writing in the style of Palestrina and his contemporaries. Prerequisite: 207.
- 442-2. EIGHTEENTH-CENTURY COUNTERPOINT. Analysis and creative writing in the contrapuntal-harmonic technique of Bach and his contemporaries. Prerequisite: 207.
- 443-2. CANON AND FUGUE. Analysis and creative writing of the larger imitative forms. Prerequisite: 442.
- 451-2. THE TEACHING OF GENERAL CLASSROOM MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL.
- 455-2. WORKSHOP FOR ELEMENTARY MUSIC EDUCATION.
- 461-2. TEACHING TECHNIQUES AND MATERIALS FOR THE INTERMEDIATE LEVELS. (Piano or Voice.) Designed to meet the needs of piano or voice majors in the Bachelor of Music or the Master of Music degree programs in which the problems of private studio teaching and college-level teaching are discussed.
- 462-2. TEACHING TECHNIQUES AND MATERIALS FOR THE ADVANCED STUDENT. Continuation of 461.
- 471-2 to 8. PRIVATE PIANO.
- 472-2 to 8. PRIVATE VOICE.
- 473A-2 to 8. PRIVATE VIOLIN.
- 473B-2 to 8. PRIVATE VIOLA.
- 473C-2 to 8. PRIVATE VIOLONCELLO.
- 473D-2 to 8. PRIVATE BASS VIOL.
- 474A-2 to 8. PRIVATE FLUTE.
- 474B-2 to 8. PRIVATE OBOE.
- 474C-2 to 8. PRIVATE CLARINET.
- 474D-2 to 8. PRIVATE BASSOON.
- 474E-2 to 8. PRIVATE SAXOPHONE.
- 475A-2 to 8. PRIVATE TRUMPET.
- 475B-2 to 8. PRIVATE FRENCH HORN.
- 475C-2 to 8. PRIVATE BARITONE.
- 475D-2 to 8. PRIVATE TROMBONE.
- 475E-2 to 8. PRIVATE TUBA.
- 476-2 to 8. PRIVATE ORGAN.
- 501-3. INTRODUCTION TO GRADUATE STUDY IN MUSIC. Basic biblio-

graphical and research techniques in music theory, literature, and education.

- 502-3 to 9. HISTORY AND ANALYSIS OF MUSICAL STYLE. Style in relation to evolution of musical materials.
- 510-3. HISTORY OF PERFORMANCE PRACTICE. Tempo, pitch, and techniques of performance as they relate to musical literature and instruments of the various periods in music history.
- 512-3. HISTORY OF OPERA. The development of opera as a form, with a detailed study of operas since 1600.
- 515-3. TWENTIETH-CENTURY LITERATURE. A survey of contemporary music of Russia, Western Europe, and the Americas in its relation to sociological, political, and cultural developments.
- 518-3. PEDAGOGY OF MUSIC LITERATURE. Principles of teaching music literature and music appreciation courses at the college level.
- 520-3. AMERICAN MUSIC. The development of music in America from colonial days to present.
- 522-3. SEMINAR IN MUSIC HISTORY-LITERATURE. Advanced study in special periods of music history-literature. Offered on demand.
- 531-2 to 9. ADVANCED COMPOSITION. Composition in the larger forms for solo and ensemble performance. Prerequisites: 314, 442, and consent of instructor. Required of all theory-composition majors three hours per term; elective credit for majors in other areas.
- 535-3. CONTEMPORARY IDIOMS. Techniques of composition developed during the twentieth century by composers of Europe and America.
- 545-3 to 9. PHILOSOPHIES OF MUSIC THEORY. Includes an orientation of the philosophies of theory to the problems of pedagogy. Required of all theory-composition majors.
- 550-2. ORGANIZATION AND ADMINISTRATION OF THE MUSIC EDUCATION PROGRAM—ELEMENTARY. Grades Kindergarten through 6.
- 551-2. ORGANIZATION AND ADMINISTRATION OF THE MUSIC EDUCATION PROGRAM—SECONDARY. Grades 7 through 12.
- 553-3. SEMINAR IN CHORAL MATERIALS AND TECHNIQUES.
- 554-3. SEMINAR IN INSTRUMENTAL MATERIALS AND TECHNIQUES.
- 556-2 to 6. ADVANCED CONDUCTING. Problems in reading symphonic scores and interpretation. Laboratory conducting of larger University ensembles.
- 560-2 to 3. SEMINAR IN MUSIC EDUCATION. Trends, current practices, philosophies of music education.
- 566-1 to 4. INSTRUMENTAL ENSEMBLE. Participation in a chamber or large ensemble for purposes of studying and performing literature in the field of the major instrument other than solo literature.
- 567-1 to 4. VOCAL ENSEMBLE. Participation in a chamber or large ensemble for purposes of studying and performing literature in the field of the vocal music other than solo literature. Includes madrigal groups, choral ensembles, women's chorus, etc.
- 568-2 to 8. OPERA WORKSHOP. An intensive course in opera for voice majors, including the study and public performances of scenes and entire operas.
- 571-4 to 16. PRIVATE PIANO.
- 572-4 to 16. PRIVATE VOICE.

- 573A-4 to 16. PRIVATE VIOLIN.
- 573B-4 to 16. PRIVATE VIOLA.
- 573C-4 to 16. PRIVATE VIOLONCELLO.
- 573D-4 to 16. PRIVATE BASS VIOL.
- 574A-4 to 16. PRIVATE FLUTE.
- 574B-4 to 16. PRIVATE OBOE.
- 574C-4 to 16. PRIVATE CLARINET.
- 574D-4 to 16. PRIVATE BASSOON.
- 574E-4 to 16. PRIVATE SAXOPHONE.
- 575A-4 to 16. PRIVATE TRUMPET.
- 575B-4 to 16. PRIVATE FRENCH HORN.
- 575C-4 to 16. PRIVATE BARITONE.
- 575D-4 to 16. PRIVATE TROMBONE.
- 575E-4 to 16. PRIVATE TUBA.
- 576-4 to 16. PRIVATE ORGAN.
- 599-3 to 9. THESIS.

## PHILOSOPHY

Graduate courses in philosophy may be taken as a major or a minor toward the Master of Arts degree and as a minor toward the Master of Science in Education degree.

- 406-4. PHILOSOPHY OF BIOLOGY. Leading concepts of biological sciences: species, evolution, life, organism and part, etc. Abstract ideas of biology are related, wherever possible, to specific experiments recorded in scientific literature. Prerequisites: 300 or 320, and three laboratory or field courses in the biological sciences or consent of instructor.
- 420-4. ADVANCED LOGIC. A careful study of symbolic and discursive systems of logic: Aristotle, Spinoza, Boole, Whitehead, and Johnson. Prerequisites: 320 and consent of instructor.
- 441-4. PHILOSOPHY OF POLITICS. Some of the central problems of modern political life, such as sovereignty, world government, authority and consent, the relations of economics and social studies to political theory. Prerequisite: 140 or 340 or consent of instructor.
- 443-4. PHILOSOPHY OF HISTORY. Classical and contemporary reflections on the nature of history and historical knowledge as the basis for dealing with the humanities. Prerequisite: consent of instructor.
- 460-4. ADVANCED PHILOSOPHY OF ART. The definition of art, its relations to science, culture, and morals; the various types of art defined. Familiarity with at least one of the fine arts is assumed. Prerequisites: 160 or 360, and six courses in music, painting, sculpture, literature, or drama.
- 490-2 to 12. SPECIAL PROBLEMS. Hours and credits to be arranged. Courses for qualified seniors and graduates, who need to pursue certain topics further than regularly titled courses permit. Special topics announced from time to time. Students are invited to suggest topics for individual

study and papers or for group study. Consent of instructor in all cases required.

- 500-2 to 4. SEMINAR IN METAPHYSICS. Study of recent writers and current problems in metaphysics with the intent of familiarizing the student with the traditional problems of the area.
- 501-2 to 4. SEMINAR IN THE PHILOSOPHY OF RELIGION. Analysis of a selected problem in philosophical theology or the psychology of religion, or of the work of a particular thinker. Recent seminars have been on Paul Tillich and Henry Nelson Wieman.
- 530-2 to 4. SEMINAR IN THEORY OF KNOWLEDGE. Examination of a contemporary writer or problem in epistemology. Special emphasis is given to the problem of the reliability and structure of scientific knowledge.
- 551-4, 552-4, 553-4. PHILOSOPHIC PROBLEMS OF CONTEMPORARY CIVILIZATION. An examination of the crisis in contemporary civilization. The reconstruction of ideas and values involved and an analysis of crucial problems in terms of this intellectual reconstruction.
- 581-2 to 4. SEMINAR IN PLATO. A thorough study of several of the dialogues. Lectures on the system of Plato as a whole, discussions and reports on the readings.
- 582-2 to 4. SEMINAR IN ARISTOTLE. The philosophic ideas of Aristotle. Intensive reading of several texts, illustrating widely varied portions of his thought.
- 586-2 to 4. SEMINAR IN SPINOZA. Analysis of the *Improvement of the Understanding* and the *Ethics*. Lectures relating Spinoza to the medieval tradition and to his contemporaries. Discussions and reports.
- 588-2 to 4. SEMINAR IN KANT. The three great *Critiques* in their relation to the development of Kant's total philosophy. Intensive study of one of the *Critiques*.
- 589-2 to 12. GENERAL GRADUATE SEMINAR.
- 590-2 to 12. GENERAL GRADUATE SEMINAR. Courses designed for students having special interests in this history of philosophy and the original systematic development of philosophic ideas. Subjects, meetings, and procedures to be arranged at the first meeting of each course. Prerequisite: consent of instructor. Hours to be arranged.
- 591-1 to 5. READINGS IN PHILOSOPHY. Supervised readings for qualified students. Consent of instructor required.
- 599-2 to 9. THESIS.

## PHYSICAL EDUCATION

Graduate courses in physical education may be taken as a major or minor toward the Master of Science in Education degree. Courses required of all majors are 400, 500, 501, 502, 503, 504.

- 400-4. EVALUATION IN PHYSICAL EDUCATION. Historical background of measurement in physical education; selection and evaluation of contemporary testing devices; structure and use of tests; administering the

- testing program; and interpretation and application of results. Fulfills the tests and measurements course requirements for the degree of Master of Science in Education.
- 402-3. ORGANIZATION AND ADMINISTRATION OF INTRAMURAL AND EXTRAMURAL ACTIVITIES. Planning intramural programs of sports; planning and co-ordinating extramural activities commonly associated with physical education.
- 403-4. THE ADAPTATION OF PHYSICAL AND RECREATIONAL ACTIVITIES TO THE HANDICAPPED INDIVIDUAL. Recognition of postural deviations; devising and planning programs for the physically atypical.
- 404-4. THE TEACHING OF SPORTS. Teaching methods, officiating, organization, safety precautions, and selecting equipment for sports.
- 405-4. CURRENT THEORIES AND PRACTICES IN THE TEACHING OF DANCE. History and evolution of dance; place of dance in education and recreation.
- 406-4. BASIC CONCEPTS OF PHYSICAL EDUCATION. The place of physical education in the school program, and the concepts underlying the program. (Required of all students not presenting the undergraduate courses 354 or 340.)
- 408-2 to 4. WORKSHOP—PHYSICAL FITNESS: ITS ROLE AND APPLICATION IN EDUCATION. Improvement of programs and teaching techniques involved in the development of various aspects of physical fitness. Units on postural status; body weight control; tension factors, causes, and control; exercise tolerance; and general body mechanics and control.
- 420-3. PHYSIOLOGICAL EFFECTS OF MOTOR ACTIVITY. The general physiological effect of motor activity upon the structure and function of body organs; specific effect of exercise on the muscular system. Prerequisite: Physiology 209 or equivalent.
- 500-4. TECHNIQUES OF RESEARCH. Critical analysis of research literature; study of research methods and planning research studies. Prerequisite: 400 or concomittant registration in 400.
- 501-4. CURRICULUM IN PHYSICAL EDUCATION. The aims, objectives, and goals of physical education and recreation; principles and procedures for curriculum construction; and criteria for selecting activities and judging outcomes.
- 502-4. FOUNDATIONS OF MOTOR SKILLS. Application of physiological, kinesiological, and mechanical principles to intelligent control of large-muscle motor activities. Recommended background, a course in kinesiology.
- 503-4. SEMINAR. Lectures, discussion, and critiques in physical education and related fields. Recommended background, 500 or equivalent.
- 504-4. PROBLEMS IN PHYSICAL EDUCATION. Planning, conducting, and reporting original research studies. Prerequisite: 500 or equivalent.
- 507-4. SCIENTIFIC BASIS OF ATHLETIC TRAINING. Study of the factors which affect maximum human performance in athletic competition. The knowledge and application of scientific principles in preparing the athlete for maximum performance, in shielding him from possibly damaging sequelae, and in restoring him to maximum performance after injury. Consideration of the kinesiological, physiological, and behavioral

factors in athletics. Designed to increase the effectiveness of physical education personnel in teaching and coaching athletes.

- 508-3. ADMINISTRATION OF INTERSCHOOL ATHLETICS. Existing problems in interschool athletics, with particular attention to secondary school athletic programs.
- 509-4. SUPERVISION OF HEALTH AND PHYSICAL EDUCATION. The functions of supervision in physical and health education; basic principles and methods of supervision. Techniques and methods for increasing the effectiveness of the program at the elementary and high school levels.
- 510A-2, 510B-2. MOTOR DEVELOPMENT. (A) Early patterns of motor behavior and the development of physical skills in childhood. (B) The development of physical abilities during adolescence. Individual differences in motor proficiency and factors affecting the acquisition of motor skills. Concepts of motor learning with inferences for improving instructional practices.
- 525-1 to 6. READINGS IN PHYSICAL EDUCATION. Supervised reading in selected subjects. Prerequisite: consent of instructor and chairman of department. Open only to last-term seniors and graduate students.
- 599-3 to 9. THESIS.

## PHYSICS

Graduate courses in physics may be taken as a major or minor leading to the Master of Arts and Master of Science degrees, or as part of a physical science major toward the Master of Arts, Master of Science, and Master of Science in Education degrees.

- 402-5. CONTEMPORARY PHYSICS. A survey course in atomic and nuclear physics. Offered principally for high school teachers who wish a refresher course covering recent developments in physics. Prerequisites: 206, 207, 208; or 211, 212, 213; or consent of instructor.
- 405-5. ELECTRONICS. Alternating current theory, including circuit analysis by the use of complex numbers; a study of various types of electronic tubes and electronic devices, and their use in circuits which are frequently encountered in experimental physics, including power supplies, amplifiers, oscillators, electronic meters, electronic relays, and scalars. Prerequisites: 305, 306.
- 410-5. PHYSICAL OPTICS. A theoretical and experimental study of light as electromagnetic energy; its production, detection, and measurement. Prerequisites: Mathematics 253 and three advanced physics courses.
- 414-5. RECENT DEVELOPMENTS. Emphasis is placed on developments in the field of nuclear physics. Prerequisite: 314.
- 420-2 to 5. SPECIAL PROJECTS I. Each student is assigned a definite investigative topic. Adapted to advanced undergraduate students. Prerequisites: 301, 305, 306.
- 421-2 to 5. SPECIAL PROJECTS II. A continuation of 420. Credit in 420 and 421 not to exceed nine hours. Prerequisite: 420.



*Southern's new electron microscope opens new doors in research.*

- 425-5. ELECTRICAL PHENOMENA IN GASES. Excitation and ionization of gas atoms; diffusion of ions; space charge; glow and arc discharges. Prerequisites: 305, 306.
- 430-2. PHYSICAL LITERATURE. A study of source materials in the field of physics. Also library search on special subjects. Prerequisite: integral calculus, three advanced physics courses, and one year of German.
- 440-3. INTRODUCTION TO QUANTUM MECHANICS. Eigenvalue problems and eigenfunctions, operators, state functions, use of Schrödinger's equation to solve simple harmonic oscillator and other problems, matrix mechanics and relation to Schrödinger's equation, time-dependent states and time-dependent Schrödinger equation, effect of electron spin, and Pauli exclusion principle. Prerequisite: Mathematics 470 or consent of instructor.
- 501-5. METHODS OF THEORETICAL PHYSICS I. A survey of classical theoretical physics, with emphasis on advanced dynamics. Vector analysis used throughout. Prerequisites: 301, 305, 306, Mathematics 305, 306.
- 502-5. METHODS OF THEORETICAL PHYSICS II. A continuation of 501, with emphasis on hydrodynamics, thermodynamics, statistical mechanics, and kinetic theory of gases. Prerequisite: 501.
- 503-5. METHODS OF THEORETICAL PHYSICS III. A continuation of 502, with emphasis on electrodynamics including radiation theory. Prerequisite: 502.
- 507-5. ADVANCED ELECTRICAL THEORY I. Advanced study of the theory of electrostatics, dielectrics, conductors, non-ohmic circuits elements, chemical, thermal, and photoelectric effects, and conduction in gases. The vector notation introduced at the beginning and used throughout. Prerequisites: 305, 306, Mathematics 305, 306.

508-5. ADVANCED ELECTRICAL THEORY II. Prerequisite: 507.

520-2 to 5. SPECIAL PROJECTS. Each student assigned a definite investigative topic requiring considerable resourcefulness and initiative. Prerequisite or corequisite: 501.

521-2 to 5. ADVANCED RESEARCH. A continuation of 520. Prerequisite: 520.

590-1 to 5. RESEARCH IN PHYSICS (THESIS). 1-5 hours each term. The total in this group not to exceed 9 hours. Prerequisite or corequisite: 501.

## PHYSIOLOGY

Graduate courses in physiology may be taken as part of a major in biological science toward the Master of Arts, Master of Science, and Master of Science in Education degrees, and as a minor toward the Master of Arts and Master of Science degrees.

The graduate prerequisites include the equivalent of an undergraduate major in biological sciences plus inorganic, analytic, and organic chemistry, and a minimum of one full year each of physics and mathematics.

401-2 to 6. SEMINAR. Open to graduates and undergraduates with adequate training in physiology, physics, and chemistry.

410-5, 411-5, 412-5. ADVANCED ANATOMY. Dissection of the human body. Primarily for majors in physiology and other biological sciences. Not a premedical course. 2 hours lecture, 6 hours laboratory.

414-4. PHYSIOLOGY OF SPEECH. The anatomy and physiology of the vocal apparatus. Primarily for majors in speech pathology. 3 hours lecture, 2 hours laboratory.

415-4, 416-4. EXPERIMENTAL ANIMAL SURGERY I, II. Preparation of animals for surgery, anesthesia, instruments, care of animal quarters, selected exercises. 416 may be elected independently of 415. 2 hours lecture, 4 hours laboratory.

417-3. PRINCIPLES OF PHARMACOLOGY. Action of drugs and other chemical substances upon the living organism. Physiological and biochemical events resulting from the action of drugs. Pharmacodynamics, chemotherapy, toxicology, and therapeutics. Prerequisites: basic courses in chemistry and biological sciences. 2 hours lecture, 2 hours laboratory.

418-3. PRINCIPLES OF PHARMACOLOGY. Continuation of 417. 2 hours lecture, 2 hours laboratory.

420-3. PHYSIOLOGY OF EXERCISE. The effects of activity upon the human organism. 3 hours lecture and demonstrations.

421-1 to 6. READINGS IN CURRENT PHYSIOLOGICAL LITERATURE. Supervised reading in current topics. Open only by permission.

430-4, 431-4, 432-4. GENERAL (CELLULAR) PHYSIOLOGY. The nature and mechanism of the living cell. Chemical and physical aspects of vital activity. Required for majors in physiology. Recommended for students interested in biochemistry and biophysics. 3 hours lecture, 2 hours laboratory.

- 433-4. COMPARATIVE PHYSIOLOGY. Fundamental physiological processes and the manner in which they vary in various groups of animals. Recommended for majors in physiology and for students in other biological sciences. 3 hours lecture, 2 hours laboratory.
- 450-4 to 16. SPECIAL PROBLEMS IN PHYSIOLOGY. Selected problems in various aspects of physiology. 8 hours laboratory. Open only by permission.
- 455-2. PHYSIOLOGICAL PROBLEMS IN REHABILITATION. Designed specifically for the Rehabilitation Counseling Program. Problems of the handicapped. Not for physiology majors. 2 hours lecture.
- 470B-3. RESEARCH FOR BIOLOGY TEACHERS. Laboratory experience in research methods for teachers of biology and general science.
- 500-1 to 6. ADVANCED SEMINAR. One meeting per week. 1 credit per quarter. Formal presentation of research and/or current literature in physiology. Required of all majors each quarter in residence.
- 519-3. EXPERIMENTAL PHARMACOLOGY. Exercises to familiarize the student with advanced physiological investigation. Prerequisites: strong background in chemistry and the biological sciences. 1 hour discussion, 4 hours laboratory.
- 520A-4, 520B-4, 520C-4. PHYSIOLOGICAL TECHNIQS. (1) Analysis of protoplasmic components of tissue extracts under a variety of physiological conditions using chemical procedures. (2) Gas analysis and metabolic methods in physiology. (3) Instrumentation for the recording of the physiologic activity of living tissues and organs. Use of channel recorders. Prerequisite: undergraduate major in any of the biological or physical sciences. Offered as three consecutive courses, Fall, Winter, Spring. 2 hours lecture, 4 hours laboratory.
- 530A-4, 530B-4. ADVANCED CELLULAR PHYSIOLOGY. A detailed consideration given to basic physiological processes such as permeability, active transport, metabolic cycles, energy transformations, and bioelectric potentials. Selected projects undertaken by the students in the laboratory. Prerequisite: 430 or equivalent. 2 hours lecture, 4 hours laboratory.
- 540A-4, 540B-4. ADVANCED COMPARATIVE PHYSIOLOGY. A comparative study of the physiological systems in animals. Subjects such as nitrogen metabolism, carbohydrate metabolism, and water balance of organisms will be given. 2 hours lecture, 4 hours laboratory. Prerequisites: 430 or 433 or equivalent, and organic chemistry.
- 550-3. RADIATION BIOLOGY. Theory and specific applications of isotopes in in physiology emphasized, and opportunity given to learn how to handle radioactive materials in the laboratory. 2 hours lecture, 2 hours laboratory. Prerequisite: 430 or equivalent, general physics, biochemistry or equivalent.
- 590-5 to 20. METHODS AND PROBLEMS IN RESEARCH. Selected research problems in various aspects of biologic science. Not to count more than 9 hours if elected specifically for master's thesis. Prerequisite: consent of instructor.
- 599-3 to 9. THESIS.

## PLANT INDUSTRIES

Graduate courses in plant industries may be taken for a major or a minor leading to the Master of Science degree.

- 401-3. SOIL PHYSICS. Physical properties of the soil; factors affecting them, their measurements, evaluation, and influence in determination of soil productivity. Prerequisite: 301.
- 407-3. FERTILIZERS AND SOIL FERTILITY. Sources, manufacture, and use of fertilizer materials; effects of various fertilizers on soils and crops; fertility maintenance and soil management. Prerequisite: 301.
- 419-4. FORAGE CROP MANAGEMENT. Forage production and utilization; forage crop characteristics, breeding and ecology; grasslands as related to animal production, soil conservation, crop rotation, and land use. Prerequisite: 209.
- 424A-2 to 3. SOIL MICROBIOLOGY. (Same as Microbiology 424A.) Numbers, characteristics, and biochemical activities of soil microorganisms, with particular consideration of their role in the transformations of organic matter, nitrogen, and minerals as related to soil fertility and management. Lectures. Prerequisite: Botany 101.
- 424B-2. SOIL MICROBIOLOGY LABORATORY. (Same as Microbiology 424B.) Experiments designated to determine numbers and to study the characteristics and biochemical activities of the soil microflora as related to fertility. Prerequisites: 424A, Microbiology 100 or 301.
- 438-3. ADVANCED VEGETABLE CROPS. Influence of environment, growth regulations, breeding, nutrition, and crop rotation on growth of vegetables. Prerequisites: 264, Botany 101.
- 440-3. PLANT PROPAGATION. Fundamental principles of asexual and sexual propagation of horticultural plants. Actual work with seeds, cuttings, grafts, and other methods of propagation. Prerequisites: 264, Botany 101, or consent of instructor.
- 458-4. GRADING AND MARKETING OF FIELD CROPS. (Same as Agricultural Industries 458.) Grading and marketing factors affecting the quality of grain and hay crops; standards employed in their classification and grading in the commercial market operations in marketing field crops. Field trips to commercial grain-grading laboratory and marketing center. Prerequisites: 209, Economics 205, Agricultural Industries 354, or consent of instructor.
- 520-1 to 6. READINGS. Contemporary books and periodicals on selected subjects within the fields of the plant industries.
- 575-1 to 6. RESEARCH. Directed research on approved projects investigating selected fields of the plant industries.
- 581-1 to 6. SEMINAR. Group discussions of and individual papers on subjects and problems relating to soils, field and horticultural crops, and other phases of the fields of the plant industries.
- 599-6 to 9. THESIS.

## PSYCHOLOGY

The Department of Psychology offers a four-year training program in the professional specialty areas of clinical psychology, counseling psychology, and industrial psychology leading to the Doctor of Philosophy degree. The Master of Arts and Master of Science degrees are awarded after successful completion of the first two years of study in this program. Students terminating their training at the master's level will be adequately qualified, both in terms of knowledge and skills, to perform in a variety of professional settings at the subdoctoral level.

A minor is available on the doctoral level in all areas where a major is available on the master's level. A student is to select his minor only with the approval of his doctoral advisory committee.

### *RESEARCH METHODOLOGY AND ADVANCED GENERAL*

- 401-4, 402-4, 403-4. PROSEMINAR IN GENERAL PSYCHOLOGY I, II, III. Basic conceptual and methodological problems in the study of behavior. Sequence deals with systems and history, scientific methods in psychology, psychological measurement, individual differences, comparative psychology, genetic and neural processes, sensory processes, perception, learning, thinking and reasoning, developmental psychology, social processes, and personality. To be taken in sequence. Prerequisite: consent of instructor. Open to graduate students in other departments by arrangement with department chairman.
- 420-3. SCIENTIFIC METHODOLOGY IN PSYCHOLOGY. Scientific methodology as an approach to investigation and classification of problems involved in understanding the psychological nature of man. Prerequisite: consent of instructor. Lecture and laboratory.
- 520-4, 521-4, 522-4. RESEARCH DESIGN AND INFERENCE I, II, III. 520 an introduction to psychological measurement: types of scales, introduction to scaling and psychophysical methods, reliability, sources of error, and methods of estimation. 521 a continuation of 520 with emphasis on validity and multiple measures. Experimental and clinical inference. 522 and application of standard methods to the design, analysis, and interpretation of psychological experiments. To be taken in sequence.
- 595-1 to 40. ADVANCED SEMINAR. Seminars for advanced students in the following areas of psychology: A. Clinical Psychology, B. Counseling Psychology, C. School-Community Mental Health Psychology, D. Industrial Psychology, E. Personality, F. Child Psychology, G. Social Psychology, H. General-Experimental Psychology, J. Teaching of Psychology, K. Rehabilitation Counseling, L. Measurement in Psychology.
- 597-2. HISTORY AND SYSTEMS. History of psychology, with emphasis on major systematic positions and theoretical issues.

## PROFESSIONAL PSYCHOLOGY

### CLINICAL, COUNSELING, AND SCHOOL PSYCHOLOGY

#### *Personality*

- 431-4. PSYCHOPATHOLOGY. Nature and etiology of psychopathology, with consideration of current methods of treatment. Observations in a state mental hospital setting. Prerequisite: consent of instructor.
- 432-4. MENTAL HYGIENE. An integration of psychological knowledge and principles concerning factors and conditions in the personal life that tend to facilitate or to deter mental health. Mental health viewed as living creatively in an atmosphere of satisfactory interpersonal relations. Prerequisite: 305 or consent of instructor.
- 433-2, 434-2. PERSONALITY DEVELOPMENT AND MENTAL HEALTH I, II. Seminar on the basic factors in psychological development and their implications for mental health and psychopathology. 434 a continuation of 433. May be taken separately. Prerequisite: consent of instructor.
- 440-5. PERSONALITY THEORY AND DYNAMICS. Advanced course for senior students. Systematic view of theoretical contributions of major psychologists to basic understanding of dynamics of human personality. Prerequisite: psychology major or consent of instructor.
- 440A-4. PERSONALITY THEORY AND DYNAMICS. Similar to 440. For non-majors with senior or graduate standing.
- 530-4, 531-2. PERSONALITY THEORY AND DYNAMICS I, II. Systematic presentation and critical analysis of major formulations of personality structure. 531 a continuation of 530. Must be taken in sequence. Prerequisite: consent of instructor.
- 532-2 to 4. EXPERIMENTAL APPROACHES TO PERSONALITY. Presentation of pertinent research data in personality and critical evaluation of the methodology. Prerequisite: 530 or equivalent.
- 534-2. ADVANCED PSYCHOANALYTIC THEORY. Intensive study and critique of psychoanalytic theory and its contemporary variations. Prerequisite: consent of instructor.

#### *Counseling and Psychotherapy*

- 437-3. FUNDAMENTALS OF COUNSELING. Lecture and demonstration. Introduction to the common assumptions, dimensions, and communicative skills underlying psychological counseling. Observation utilized to supplement didactic discussion. Prerequisite: consent of instructor.
- 438-4. PSYCHOLOGICAL CONSIDERATIONS IN TREATMENT. For advanced undergraduates and graduate students entering professions in which they will be directly concerned with corrective or remedial service. Basic psychological principles and considerations relevant to planning and conducting such treatment; potentialities and limitations of individual and group treatment; environmental manipulation.
- 537-4, 538-4. COUNSELING AND PSYCHOTHERAPY I, II. Systematic presentation of major approaches to counseling and psychotherapy. Critical evaluation of both theory and practice. 538 a continuation of 537 and

covers psychotherapeutic theory and practice. Includes material on treatment of children and groups. Consideration of research findings and problems. Must be taken in sequence. Prerequisite: consent of instructor.

*Psychodiagnostics*

- 541-4, 542-2, 543-4 544-4, 545-1 to 4. PSYCHODIAGNOSTICS I, II, III, IV, V. Lecture and practicum. 541 covers nature, theory, function, and clinical use of individual intelligence tests. Use of age scales and point scales, tests of deterioration, and other clinical instruments. 542 a continuation of 541. 543 covers basic theory and assumptions underlying projective techniques. Use of Rorschach method, Thematic Apperception Test, and other projective devices as measures of personality and as tools for clinical diagnosis and research. 544 a continuation of 543. 545 covers lecture and case conference. Actual case presentations. Emphasis on the integration of psychological test data as they are used for disposition and treatment purposes. Courses to be taken in sequence. Prerequisite for 541: 520 or equivalent.
- 546-3 to 4. PSYCHODIAGNOSTICS FOR SPECIAL POPULATIONS. Lecture and laboratory. Tests used in diagnostics and measurement of special populations such as retarded, blind, deaf, brain injured, and the like. Prerequisite: consent of instructor.

*Professional Aspects*

- 598-2. ETHICAL AND PROFESSIONAL PROBLEMS IN PSYCHOLOGY. Problems in the professional practice of psychology. Professional ethics, relations to other professions and the public, organization and structure of the field, current trends. Prerequisite: major in psychology or consent of instructor.

INDUSTRIAL PSYCHOLOGY

- 479-4. SOCIAL PSYCHOLOGICAL ASPECTS OF INDUSTRIAL CONFLICT. Effects of industrialization on motivations and values of workers, industrial managers, labor leaders. Consideration of industrial conflict in terms of social and psychological differences between these groups.
- 571-4, 572-4. INDUSTRIAL PSYCHOLOGY I, II. 571 covers motivation and morale, job satisfaction, leadership, communication, industrial relations, market research. 572 covers job analysis, employee evaluation, selection and training, human engineering, accidents. Prerequisite: 520 or equivalent.
- 573-2. SELECTION AND PLACEMENT. Proficiency measurement, selection and validation of test batteries, use of the interview and personal history data in selection, quota, and classification problems, administration of a selection program. Prerequisite: 524 or consent of instructor.
- 574-2. PSYCHOLOGY OF INDUSTRIAL RELATIONS. Analysis of psychological factors involved in industrial organization, employer-employee relations, and union-management relations. Prerequisite: 572 or consent of instructor.
- 576-2 to 4. HUMAN ENGINEERING. Analysis of man-machine systems, human factors in the design of display and control systems, limitations and capabilities of the human operator. Prerequisites: 511, 524, 572.

## GENERAL PSYCHOLOGY

### CHILD AND DEVELOPMENTAL

- 451-4. **PSYCHOLOGICAL DEVELOPMENT** The process of individual development and maturation through adolescence. Relations to the general field of psychology.
- 552-2 to 4. **EXPERIMENTAL CHILD PSYCHOLOGY.** Research topics and methodological problems specific to children. Emphasis on the child as an experimental subject. Prerequisite: 451.
- 554-2. **THEORETICAL APPROACHES TO THE STUDY OF THE CHILD.** Consideration given to data from various theories, including cross-cultural studies. Prerequisite: consent of instructor.
- 556-2 to 4. **PSYCHOLOGICAL TREATMENT OF THE CHILD.** Lecture and laboratory. Investigation of personality and behavior problems. Etiological factors and methods of treatment. Prerequisite: 451 or equivalent.

### SOCIAL PSYCHOLOGY

- 461-4, 462-2. **ADVANCED SOCIAL PSYCHOLOGY I, II.** 461 covers general principles of social psychology with major emphasis on development and functioning of social motives, social influences on behavior, languages, and thought, and an introduction to small group behavior. 462 covers opinion and attitude formation, propaganda, ethnocentrism and prejudice, and national character. 461 a prerequisite for 462.
- 465-4. **GROUP DYNAMICS AND INDIVIDUAL BEHAVIOR.** A study of the interpersonal and intrapersonal variables affecting the organization of individuals into working units called groups; the impact of such units upon individuals taking membership in them; and the impact of individuals upon such units. One-fourth to one-third of the class time will be spent in related laboratory situations. Prerequisite: 201.
- 561-2. **OPINIONS AND ATTITUDES.** Survey of the techniques and problems applicable to collection of opinion and attitude data. Introduction to interview methods, questionnaire development, types of sampling and scaling techniques. Prerequisite: 461 or equivalent.
- 562-2 to 4. **OBSERVATIONAL TECHNIQUES AND CONTENT ANALYSIS.** Lecture and laboratory. Techniques of observation of social behavior, categorization and analysis of social behavior, documentary and other recorded materials. Prerequisite: 561.
- 564-2 to 4. **DYNAMICS OF GROUPS.** Lecture and laboratory. Basic problems in the study of small group behavior. Group structure and functioning, communication and influence patterns, group cohesiveness. Prerequisite: 461.
- 565-2 to 4. **SMALL GROUP MODELS.** Use of mathematical and other systematic methods in the study of small group processes. Prerequisite: 461.
- 567-2. **SOCIAL ROLE THEORY.** The social act, interpersonal relations, and the emergence of social roles. Prerequisite: consent of instructor.
- 568-2. **SUGGESTIBILITY AND SOCIAL INFLUENCE.** Study of experimental data and methodology dealing with suggestion and hypnosis. Prerequisite: consent of instructor.

**PSYCHOLOGICAL MEASUREMENT**

- 423-1 to 4. **INTRODUCTION TO GROUP TESTS.** Construction, standardization, validation, and interpretation of group tests of aptitude, interest, and personality.
- 424-2. **PSYCHOPHYSICAL METHODS.** Lecture and laboratory. Survey of the major psychophysical methods, and their applications.
- 524-4. **ADVANCED RESEARCH METHODOLOGY.** Application of complex experimental designs and multivariate procedures. Introduction to factor analysis and discriminatory analysis. Prerequisite: 522.
- 525-4. **MENTAL TEST THEORY.** Derivation of the basic psychometric equations, effects of test length and group heterogeneity on test parameters, criteria of parallel tests, weighing and differential prediction. Prerequisite: 524.
- 526-2. **DISCRIMINANT ANALYSIS.** Linear discrimination functions, the generalized distance function, maximum likelihood methods, applications to selection, classification, and diagnosis. Prerequisite: 524.
- 527-2. **SCALE ANALYSIS.** Types of scales, major scaling methods, multidimensional scaling, applications to attitude measurement. Prerequisite: 524.
- 528-4. **FACTOR ANALYSIS.** Survey of factor analytic techniques with emphasis on the centroid method, practice in factoring, rotation, and interpretation of a factor structure. Prerequisite: 524.

**LEARNING AND CONDITIONING**

- 406-4. **LEARNING PROCESSES.** Processes by which individual behavior is changed, using procedures developed in the learning laboratory. Introduction to major concepts and data of learning.
- 407-4. **THEORIES OF LEARNING I.** Survey of the major learning theories emerging from the psychological laboratory.
- 507-2. **THEORIES OF LEARNING II.** Systematic analysis of a particular learning framework as an experimental approach to behavior. Consideration given alternately to various important theories.
- 508-2 to 4. **BEHAVIOR THEORY.** Current problems and extensions in learning theories. Prerequisite: consent of instructor.

**PERCEPTION**

- 404-4. **PERCEPTION I.** Introductory survey of the basic data, research methods, and theoretical approaches to perception.
- 504-2. **PERCEPTION II.** Advanced survey of the theories, data, and research methods of perception with theoretical and applied implications.

**SENSORY, PHYSIOLOGICAL, AND COMPARATIVE**

- 511-2. **VISION.** Nature of the visual stimulus, problems related to its psychological specification, and variables relevant to the visual sensation.
- 512-2. **SENSORY PROCESSES.** Psychological specialization of stimuli, and variables relevant to sensation.
- 514-4. **PHYSIOLOGICAL PSYCHOLOGY.** General principles of physiological psychology.
- 515-2. **PSYCHOSOMATICS.** Emotional processes, relationships between psychological and physiological variables.

### ADVANCED SEMINARS

523-1 to 4. RESEARCH SEMINAR. Major methods of obtaining data, use of computational and laboratory equipment, planning of research projects. Every student will be expected to submit a detailed research prospectus for group criticism. Prerequisite: 522.

### INDIVIDUAL WORK AND PRACTICUM TRAINING

#### THESIS AND DISSERTATION

599-1 to 9. MASTER'S THESIS.

600-1 to 45. DOCTORAL DISSERTATION.

#### PROJECTS AND READINGS

490-1 to 8. INDEPENDENT PROJECTS. Independent readings and projects in psychology. Prerequisite: consent of instructor and chairman of department. Credit according to achievement.

590-1 to 16. READINGS IN PSYCHOLOGY. Readings in the following areas of psychology under staff supervision: A. General Psychology, B. Experimental Psychology, C. Research Design and Methodology, D. Personality, E. Clinical Psychology, F. Counseling Psychology, G. Social Psychology, H. Industrial Psychology, J. Child Psychology, K. School-Community Mental Health Psychology.

#### RESEARCH

591-1 to 36. RESEARCH IN PSYCHOLOGY. Research under staff supervision in the following areas of psychology: A. General Psychology, B. Experimental Psychology, C. Methodology, D. Personality, E. Clinical Psychology, F. Counseling Psychology, G. Social Psychology, H. Industrial Psychology, J. Child Psychology, K. School-Community Mental Health Psychology.

#### PRACTICUM TRAINING

593-1 to 18. PRACTICUM IN PSYCHOLOGY. Practicum experience in a professional setting is offered under staff supervision in the following areas: E. Clinical Psychology, F. Counseling Psychology, G. Social Psychology, H. Industrial Psychology, J. Child Psychology, K. School-Community Mental Health Psychology, L. Teaching of Psychology, M. Rehabilitation, N. Rehabilitation Counseling.

### RECREATION AND OUTDOOR EDUCATION

The graduate minor curriculum in recreation and outdoor education is designed to meet the needs of (1) administrators and supervisors who wish to extend their professional competencies, particularly those whose under-

graduate specialization was not in education or recreation; (2) leaders and group workers already employed, especially those who seek to qualify for advancement; and (3) graduate students with essentially an undergraduate preparation in recreation or closely related fields who wish to prepare themselves for higher roles in recreation or who wish to prepare for recreation leadership in their specialty.

This graduate minor is divided into two possible areas:

1. Community recreation. A course of study recommended for those students who have majored in the School of Fine Arts, School of Communications, College of Liberal Arts and Sciences, or the School of Agriculture and which includes 450, 520, 530, 540, 550.

2. School recreation and outdoor education. A suggested program for College of Education graduates which includes 450, 470, 480, 510, 560. Each program plan consists of a minimum of sixteen hours, and appropriate electives shall be worked out by the student and his adviser.

450-4. PRINCIPLES AND INTERPRETATIONS OF RECREATION. Principles of recreation in relation to education and everyday life. Basic concepts underlying the interpretation of recreation and leisure in the light of economic, psychological, political, and social conditions.

470-4. RECREATION IN PUBLIC EDUCATION. Emphasis on current practices and trends in curriculum content, adult education, extracurricular activities, after-school and vacation programs, and co-operative programs with other agencies.

480-4. TECHNIQUES IN CAMPING. Preparation of material for use in camps; techniques of camp procedure, camp craft, woodmanship, and crafts.

510-4. SCHOOL CAMPING AND OUTDOOR EDUCATION WORKSHOP. Current practices in school camps; the training of leaders for school camps and the place of outdoor education in the school program.

520-4. RECREATION PROGRAM WORKSHOP. Bases for planning community programs of recreation. Scope of leisure opportunities; selection, evaluation, and adaptation of activities.

530-4. ORGANIZATION FOR COMMUNITY RECREATION. The development and administration of a recreation program. A study of community recreation, including developing facilities and co-ordinating community agencies.

540-4. RECREATION SURVEYS AND PLANNING OF FACILITIES. An analysis of scope, content, objectives, procedures, and types of recreational surveys and appraisals. Collection and analysis of data.

550-2 to 6. FIELD PROBLEMS—COMMUNITY RECREATION. Internship in school recreation and outdoor education with emphasis on administrative problems.

560-2 to 6. FIELD PROBLEMS. Internship in school recreation and outdoor education with emphasis on administrative problems.

## REHABILITATION COUNSELING

A major in rehabilitation counseling is available leading to a Master of Arts or Master of Science degree. A minimum of seventy-two hours is required. The Master of Arts degree requires a thesis and is the program a student should follow if he contemplates taking additional work in the field.

The program in rehabilitation counseling is co-ordinated by the Rehabilitation Institute. The specific courses a student takes are flexible in that they are modified to meet his previous training, experience, and occupational interests. Courses are taken in guidance, physiology, psychology, sociology, special education, and speech correction.

## SECONDARY EDUCATION

Work in this department may be taken toward the Master of Science in Education degree and the Doctor of Philosophy degree. It is intended for those who expect to become teachers or to work in other capacities in the secondary school.

A program consisting of forty-eight hours of work for the master's degree will be arranged jointly by the Department of Secondary Education and the subject matter area department in which the student plans to teach. A student's undergraduate record, experience, and future plans will be taken into account in determining the number of courses in secondary education and subject matter to be taken. The same procedure will be followed for those who plan to pursue administrative or supervisory duties in the secondary school.

It is assumed that the future plans of candidates seeking the Doctor of Philosophy degree will involve one or more of the following areas: administration of a secondary school, supervision of selected area(s) in a secondary school, or the teaching of courses in education in a teacher-training institution.

Those who work toward the doctor's degree will be guided by the following:

Required courses: 32-48 hours of thesis; 508, 550, 562, 564, 580; Guidance 562.

Guided electives, to complete 96 hours with preference being given to

the following: 16-32 hours of a subject field commonly taught in secondary school; 579, 581, 582, 583; Educational Administration and Supervision 432, 463, 506, 539, 554 or 555, 556; 12 hours of educational psychology and guidance.

A minor is available on the doctoral level in all areas where a major is available on the master's level. A student is to select his minor only with the approval of his doctoral advisory committee.

- 407-4. THE JUNIOR HIGH SCHOOL. The place of the junior high school in the organizational pattern, with major emphasis upon the areas of organization, administration, and curriculum.
- 411-4. SEMINAR IN INSTRUCTION. To assist student teachers and in-service teachers in solving classroom problems. Involves clinical study and discussion of behavioral and learning situations with special attention to the development characteristics and needs of students.
- 421-4. TESTS AND MEASUREMENTS IN THE SECONDARY SCHOOL. See Guidance 421 for course description.
- 450-4 to 16. FIELD TRAINING IN COMMUNITY DEVELOPMENT METHODS.
- 470-4. EXTRA-CLASS ACTIVITIES. Student expected to specialize in one extra-class activity in terms of his own interests and needs. Prerequisite: consent of instructor.
- 473-4. WORKSHOP IN CITIZENSHIP EDUCATION. Designed to improve the teaching of citizenship in the schools. Emphasis upon curriculum, materials, methods. Use made of Citizenship Education Project resources.
- 490-4. WORKSHOP IN ECONOMICS EDUCATION. Designed to assist elementary and secondary school teachers in promoting economic understanding in the minds of their students through the translation of economic principles and problems into classroom teaching materials. This course will be cross-listed in the School of Business as Economics 490.
- 493-3. ADULT EDUCATION: PRINCIPLES AND PRACTICES.
- 494-3. ADULT EDUCATION METHODS.
- 508-4. SEMINAR: TRENDS IN SELECTED AREAS IN SECONDARY SCHOOLS. For students in advanced graduate work. Individual class members will read basic bibliography related to secondary education and read widely about trends in the area of their own teaching fields. Prerequisites: completion of half or more of the work leading to a master's degree and consent of the instructor.
- 550-4. CORE CURRICULUM IN THE SECONDARY SCHOOL. Designed to help students gain a functional understanding of the core concept. Techniques of selecting materials and the co-operative planning of units of work. Critical study of current practices in this field. Prerequisite: 460.
- 562-4. WORKSHOP IN HIGH SCHOOL CURRICULUM. Designed to permit students to work in groups on problems related to the high school curriculum. Such problems should originate in the schools where the students are or will be employed. The point of view maintained is that procedures should be very democratic. The instructor serves as a coordinator of activity; resource people are used freely. Prerequisite: one other graduate course in curriculum.

- 564-4. HIGH SCHOOL PRINCIPALSHIP. Designed to deal with problems met specifically by the high school principal. Emphasizes his role in relation to guidance, curriculum, schedule-making, extracurricular activities, public relations, budgeting of time, etc. Prerequisite: Educational Administration and Supervision 424 and consent of instructor.
- 575-2 to 4. INDIVIDUAL RESEARCH. The selection, investigation, and writing of a research topic, under the personal supervision of a member of the departmental graduate staff, in one of the following areas: A. Curriculum, B. Supervision, C. Language Arts, D. Science, E. Reading, F. Social Studies, G. Problems in Secondary Education, H. Problems in Higher Education, J. Problems in Junior College.
- 579-4. THE JUNIOR COLLEGE. Planned for those who expect to teach in or have administrative responsibilities for the junior college. Its history, objectives, and patterns of organization. Organizing a local junior college and relating its program to community needs.
- 580-4. HIGHER EDUCATION IN AMERICA. The status, nature, and extent of higher education today, types of schools, objectives, current trends in enrollment, curriculum, and other selective topics which seem pertinent and furnish a basis for lectures, discussions, and panel presentations.
- 581-4. CURRENT PROBLEMS IN HIGHER EDUCATION. The perennial problems of college objectives, organization, curriculum, instruction, finance, and academic freedom in their current manifestations, with particular attention to the special problems posed by rapidly increasing enrollments; some consideration to the present problems of higher education in Illinois.
- 582-4. THE ADMINISTRATION OF COLLEGES AND UNIVERSITIES. The principles and practices of effective management of colleges and universities. The role and responsibilities of the board of trustees, the president, the deans, and the faculty, the business and development offices, and the offices of student personnel, alumni affairs, and public relations. Prerequisite: consent of instructor.
- 583-4. THE ADMINISTRATION OF THE JUNIOR COLLEGE. The special administrative and curricular problems of public and private two-year colleges. Particular attention to general, technical, and adult education in such institutions and to their problems of control, management, finance, and public relations.
- 591-4. WORKSHOP IN CURRENT PROBLEMS IN SECONDARY EDUCATION. Designed primarily to help high school principals to work effectively and with the help of resource leadership on the most urgent problems confronting their schools. Discussion, reports, lectures, and final examination. Prerequisite: consent of instructor.
- 596-3 to 9. INDEPENDENT INVESTIGATION. A field study required of each student working for the sixth-year professional certificate. The work should be done in the setting of a school system where the student is employed or where full co-operation is extended. The study will involve selecting of the problem, survey of pertinent literature, recording of results, and appropriate interpretations and summarizations.
- 599-5 to 9. THESIS.
- 600-1 to 48. DISSERTATION.

## SECRETARIAL AND BUSINESS EDUCATION

Graduate courses in business education may be taken as a major or minor in the Department of Secretarial and Business Education leading to the Master of Science in Education degree. They may also be taken as a part of a graduate program in the Department of Secondary Education leading to the Master of Science in Education degree.

- 401-4. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION. The fundamentals of business education; its relation to business, to general and vocational education, and to guidance programs; its history, current status, and trends; with special emphasis on objectives and curriculum problems.
- 402-4. A REVIEW OF RESEARCH IN BUSINESS EDUCATION. A study of business education based on the findings of research in the field. Attention given to the problems studied, the investigational procedures used, and the major findings and conclusions of the outstanding research workers in business education. Prerequisite: permission of the instructor.
- 403-3. TEACHING TYPEWRITING. The programming of activities in typewriting training, methods of instruction, skill-building principles and techniques, selection and preparation of practice materials, standards of achievement, and evaluation of pupil progress. Prerequisite: 213 or equivalent.
- 404-3. TEACHING SHORTHAND AND TRANSCRIPTION. The programming of activities in shorthand and transcription training, methods of instruction, skill-building principles and techniques, selection and preparation of practice and homework materials, standards of achievement, and evaluation of pupil progress. Prerequisite: 308 or equivalent.
- 405-3. TEACHING BASIC BUSINESS. Instructional methods and materials for, and the evaluation of pupil progress in, such basic business subjects as general business, consumer education, economic geography, business law, etc.
- 406-4. TEACHING CLERICAL PRACTICE AND OFFICE MACHINES. Instructional methods and materials for, and the evaluation of pupil progress in, clerical practice and office machines.
- 407-3. OFFICE MANAGEMENT. The principles of management as applied to office problems. Emphasis on the role of the office in business management; office organization; physical facilities of the office; office services, procedures, standards, and controls; records management; and office automation including integrated data processing.
- 408-3. TEACHING BOOKKEEPING AND ACCOUNTING. Instructional methods and materials for, and the evaluation of pupil progress in, bookkeeping and accounting. The teaching of business arithmetic. Prerequisite: Accounting 253 or equivalent.
- 500-2 to 5. READINGS IN BUSINESS EDUCATION. Supervised readings in selected subjects. Prerequisite: consent of instructor.

- 501-2 to 5. INDIVIDUAL RESEARCH IN BUSINESS EDUCATION. Selection and investigation of a problem; use of relevant sources and techniques; collection, evaluation, and interpretation of data; and the writing of a report on the investigation. Prerequisite: consent of instructor.
- 502-4. RESEARCH IN BUSINESS EDUCATION. A study of research findings and techniques as exhibited in representative investigations in business education. Emphasis on reading and interpreting research, using research findings in solving instructional problems, and uncovering potential topics for future research. Mathematics 410 or Guidance 420 is a desirable but not a necessary corequisite.
- 503-4. TESTS AND MEASUREMENTS IN BUSINESS EDUCATION. (Same as Guidance 503.) The selection, construction, administration, and interpretation of tests and test scores in business education subjects. Principal emphasis on teacher-made tests, especially of the performance type, with secondary attention to published tests in the field. Prerequisite: Guidance 420 or Mathematics 410 or Economics 308.
- 504-4. PSYCHOLOGICAL BASES FOR TEACHING SECRETARIAL SKILLS. Findings of experimental research in human learning applicable to the learning of shorthand, typewriting, and other office skills. Treats the variables in skill-learning and modes of manipulating these variables for specific purposes. Special emphasis on the identification of needed research in the learning of the skill subjects and the design and conduct of experimental studies in the field. Prerequisites: 403 or 404, Mathematics 410 or Guidance 420, Psychology 201, Guidance 305.
- 599-2 to 9. THESIS. Prerequisite: consent of instructor.

## SOCIOLOGY

The Department of Sociology offers major and minor programs for the Master of Arts and Master of Science degrees. Graduate courses in sociology may also be applied against the requirements for a social science field major leading to the Master of Science in Education degree.

To qualify for graduate credit in any course in the department a student must have completed at least twelve hours of undergraduate work in sociology or in related fields as determined by the chairman of the department.

To be admitted as a candidate for the master's degree with a major in sociology the student must have completed satisfactorily the equivalent of an undergraduate minor (twenty-four hours) in sociology, or at least twelve hours of undergraduate work in sociology supported by the equivalent of an undergraduate minor in one of the following fields: anthropology, economics, government, history, human geography, philosophy, or psychology.

Candidates for the Master of Arts degree must have a reading knowl-

edge of either French or German and must submit to a special language examination given by the foreign language department. For the Master of Science degree, the candidate must pass a special examination in statistics. The foreign language or statistics examination should be taken as early as possible, and must be taken at least three months prior to graduation.

The candidate for a Master of Arts or Master of Science degree with a major in sociology must complete the following requirements:

A. Demonstrate comprehension of the subject by satisfactory performance in a written examination. This must be done before the candidate is permitted to submit his thesis in final form. The examination covers the following subjects: (1) history of sociology, (2) methodology, (3) general principles of sociology, (4) a field of concentration. The fields of concentration offered by the department may vary from time to time with the composition of the staff. At present, the following concentrations are offered: sociological theory, social psychology, social organization and structure, and family.

B. Submit a thesis. The thesis subject should preferably be chosen from the candidate's field of concentration and is to be approved by the main adviser at least twenty weeks before the date of graduation. The completed thesis must be submitted at least four weeks before the date of graduation.

C. Pass a final oral examination. This examination must be taken at least two weeks before the date of graduation.

### *GENERAL SOCIOLOGY AND THEORY*

- 400 (460)-2. CURRENT SOCIOLOGY. Students read, report on, and evaluate content of leading sociological journals. Prerequisite: 8 hours of sociology.
- 406 (500)-3. SOCIAL CHANGE. Processes of social change in the modern world; culture lag and conflict of norms; individual and social problems arising from conflicting systems of social values and cultural norms. Prerequisite: 8 hours of sociology.
- 407-4. INTEGRATED SOCIOLOGY. Designed for senior students with a sociology major. Integration of sociological concepts and principles: society and culture, the human group, social norms and patterns, status and role, organization, structure, and function, social change. Prerequisite: 15 hours of sociology.
- 501-4. SEMINAR IN EUROPEAN SOCIOLOGY I: THE FOUNDERS. The theoretical systems of European sociologists studied from the original writings. Prerequisite: 451 or consent of instructor.
- 502-4. SEMINAR IN EUROPEAN SOCIOLOGY II: 1860-1910. A continuation of 501. Prerequisite: 451 or consent of instructor.
- 503-4. SEMINAR IN EUROPEAN SOCIOLOGY III: AFTER FIRST WORLD

WAR. A continuation of 501 and 502. Prerequisite: 451 or consent of instructor.

504 (550)-4. SEMINAR IN AMERICAN SOCIOLOGY I: FOUNDATIONS. A detailed study of the writings of outstanding American sociologists. Prerequisite: 15 hours of sociology or consent of instructor.

505 (551)-4. SEMINAR IN AMERICAN SOCIOLOGY II: THE SECOND GENERATION. A continuation of 504. Prerequisite: 15 hours of sociology or consent of instructor.

506-4. SEMINAR IN AMERICAN SOCIOLOGY III: MAJOR TRENDS SINCE 1920. A survey and analysis of the major sociological trends in America since 1920; detailed study of research contributions and theoretical developments. Prerequisite: 15 hours of sociology or consent of instructor.

507 (560)-4. SOCIAL PROCESSES. Analysis of social processes and social structures arising from them. Prerequisite: 15 hours of sociology or consent of instructor.

### *METHODOLOGY AND RESEARCH TECHNIQUES*

511-4. METHODOLOGICAL FOUNDATIONS OF THE SOCIAL SCIENCES. Social science methodology; the nature of social facts and phenomena, the formation of concepts, the application of logic in the social sciences. Prerequisites: 407 and Philosophy 420 or consent of instructor.

513 (408)-3, 514 (409)-3. RESEARCH TECHNIQUES I, II. Scientific research methods and techniques applied to the study of social phenomena. Discussion of the scope and purpose of social research; evaluating and interpreting social data. Prerequisite: 312 or consent of instructor.

516 (410)-4. SEMINAR IN METHODOLOGY. Supervised research, with practical application of research principles. Prerequisites: 511, 513, 514.

### *SOCIAL PSYCHOLOGY*

424 (405)-4. COLLECTIVE BEHAVIOR. The behavior of people in large groups; collective interstimulation and emotions; crowds, audiences, and publics; mass stimuli and mass response. Prerequisite: 321 or 322, or consent of instructor.

426 (355)-4. SOCIAL FACTORS IN BEHAVIOR AND PERSONALITY. How group situations and values affect behavior and shape personality; development of concepts, role-concepts, attitudes, values; theories of motivation; self-concepts; conflicting social values in relation to individual motivation. Prerequisite: 321 or Psychology 305.

427 (381)-4. PERSONALITY AND SOCIAL ADJUSTMENT. Basic mechanisms of adjustive behavior; concepts and criteria of personal integration and social adjustment; varieties of adjustive and non-adjustive behavior; theories of personal organization and disorganization; selected problems. Prerequisite: 321 or Psychology 305.

521 (565)-4. SEMINAR IN SOCIAL PSYCHOLOGY. Survey of theoretical systems; progress toward integrated body of behavioral theory. Prerequisite: 426.

### *SOCIAL ORGANIZATION AND STRUCTURE*

- 435 (319)-4. *SOCIAL STRATIFICATION*. A comparative study of social class systems, with emphasis on the American systems. Relationships of class position to behavior in areas such as family, religion, politics, etc.
- 533 (512)-4. *ECOLOGY OF HUMAN COMMUNITIES*. Spatial and temporal organization of population and institutions with special reference to the organization of rural and metropolitan communities. Emphasis on basic research methods and current sources of data in respect to type, structure, and growth of the communities. Prerequisite: 15 hours of sociology or consent of instructor.

### *FAMILY*

- 445 (401)-3. *SOCIOLOGY OF INFANCY AND CHILDHOOD*. Influences of primary groups; origins of self- and role-concepts; relationships between early and later development; cross-cultural and inter-class comparisons. Prerequisite: 340 and 426.
- 542 (515)-4. *SEMINAR ON THE FAMILY*. The family as a field of sociological study. Assessment of significant historical and contemporary writing. Prerequisite: 15 hours of sociology including 340, or consent of instructor.
- 543-4. *SEMINAR IN FAMILY VARIABILITY*. An analysis of the structure, organization, and function of the family in several contemporary and primitive societies. Prerequisite: 15 hours of sociology including 340, or consent of instructor.
- 544-4. *SEMINAR IN FAMILY RESEARCH*. A detailed analysis of significant research in the field of the family. Special attention to be given to methods employed as they relate to the specific problems investigated. Prerequisite: 15 hours of sociology including 340, or consent of instructor.
- 545-4. *THE FAMILY AND SOCIAL CHANGE*. The significant social factors responsible for changes in the family from ancient times to present. Analysis of representative writings from several periods. Prerequisite: 15 hours of sociology including 340, or consent of instructor.

### *SOCIOLOGY OF KNOWLEDGE*

- 450-4. *SOCIAL THOUGHT I: BEFORE 1800*. Ancient background of Western social thought; development of modern social thought. Prerequisite: general background in history.
- 451 (455)-4. *SOCIAL THOUGHT II: THE SOCIOLOGICAL MOVEMENT*. Rise and development of scientific social thought in Western society. Prerequisite: background in nineteenth-century history or literature.
- 452-4. *SOCIAL THOUGHT III: TWENTIETH CENTURY*. A survey of important trends in contemporary social thought.

- 453-4. **SOCIAL MOVEMENTS.** A sociological study of modern social movements; social and cultural backgrounds, forms of expression and organization; social structure of social movements, their role and function in modern society. Prerequisite: 8 hours of sociology.
- 552-4. **SEMINAR ON SOCIAL THOUGHT.** A course of flexible contents, designed to allow a thorough study of particular aspects of social philosophy according to the student's interest and choice. Prerequisite: consent of instructor.
- 553-4. **SEMINAR ON SOCIAL MOVEMENTS.** The student will be expected to make a sociological study of a particular social movement or a comparative study of a particular aspect of the sociology of social movements. Prerequisite: 453 or consent of instructor.

### *SPECIAL FIELDS*

- 471 (414)-4. **PRINCIPLES OF DEMOGRAPHY.** Techniques in analyzing and evaluating data on human population; composition, birth and death rates, life tables, migration data, estimates of future trend. Practical uses of demographic techniques. Prerequisite: 312 and 371.

### *APPLIED FIELDS*

#### **SOCIAL WORK, REHABILITATION**

- 472-4. **TREATMENT AND PREVENTION OF CRIME.** Principles of penology; history of punishment and prisons; criminal law, police function, criminal courts; the prison community; the juvenile court and related movements. Prerequisite: 372.
- 480-2. **HISTORY AND LEGAL ASPECTS OF REHABILITATION.** A survey of historical and legal developments in rehabilitation agencies, with particular emphasis on current theories and trends. Open only to students in the Rehabilitation Institute.
- 481-4. **PROCESSES IN SOCIAL WORK.** Theory, rationale, and practice of casework, group work, social welfare organization, and the roles of supervision, administration, and research in relation to each. Case material study and discussion with field observation and practice. Prerequisite: 380 or consent of instructor.
- 482-3. **SOCIAL WORK IN SELECTED AGENCIES.** Study of representative literature on casework in family, psychiatric, medical, school, military, child welfare, and correctional settings, and others. Case material study and discussion with field observation and practice. Prerequisite: 481.
- 486-1 to 5. **INDEPENDENT STUDY IN COMMUNITY DEVELOPMENT.** Individual study and projects designed to fit the needs of each student. Prerequisite: consent of the instructor.
- 572-3. **SEMINAR IN CRIMINOLOGY.** Critical study of important research through book reviews and theoretical analyses. Prerequisite: 372 or consent of instructor.
- 573-3. **SEMINAR ON THE SOCIOLOGY OF WAR.** Critical analysis of the

hypothesis that modern war is part and product of an inherently understandable process or integration of processes. This approach will be contrasted with the moralistic approach.

- 580-3. SUPERVISED EXPERIENCE IN REHABILITATION COUNSELING. Supervised counseling experience in social work or welfare agencies. Open only to students in the Rehabilitation Institute. Prerequisites: 480, 481, 482.
- 581-3 to 9. FIELD WORK IN REHABILITATION. Supervised field work in social work or welfare agencies. Block or concurrent placement. Open only to students in the Rehabilitation Institute.
- 585-1 to 3. SEMINAR IN REHABILITATION COUNSELING. A continuing survey of recent developments and trends in the organizational structure, functions, and team interaction of specialists devoted to rehabilitation of the handicapped. Selected problems or the role of the rehabilitation counselor in multiple settings. Prerequisite: consent of instructor. Maximum credit of 6 hours.

#### FAMILY COUNSELING

- 484 (403)-3. SURVEY COURSE IN MARRIAGE COUNSELING. Survey and analysis of the field of marriage counseling; assessment of current practices and techniques in terms of contemporary sociological theory. Prerequisites: 241 and consent of instructor.

#### COMMUNITY SERVICE

- 489 (469)-3. THEORY OF GROUP LEADERSHIP. Classification of leaders; theories of leadership; analysis of representative leaders. Prerequisites: 101, 306, 389.

### GENERAL COURSES

- 591-2 to 6. INDIVIDUAL RESEARCH. Supervised research projects. Open only to graduate students with a major in sociology. Prerequisite: consent of instructor and chairman of department. Credit according to achievement.
- 596 (556)-2 to 6. READINGS IN SOCIOLOGY. Supervised readings in selected subjects. Prerequisite: consent of instructor and chairman of department.
- 599-2 to 9. THESIS. Before a thesis can be submitted, the candidate must have passed a special examination in French, German, or statistics. Before the thesis can be submitted in final form, the candidate must have passed a comprehensive examination as described above.

### SPECIAL EDUCATION

Graduate majors in the Department of Special Education are available in specific areas of exceptionality. These majors meet state requirements for certification. For selected individuals, graduate majors are available also in the fields of supervision and administration. Desirable background

courses are those offered in psychology, guidance, sociology, and speech correction. Each prospective student should consult the chairman of the department prior to outlining a course of study to be followed. A major in this department leads to the Master of Science in Education degree.

No particular group of courses is listed for the major in special education, since each student must specialize in one particular area, such as deaf and hard of hearing. Among the more general courses which majors in special education will take, however, are these in the Department of Special Education: 413, 414, 428, 513, 577. Other courses will be selected by the student and his adviser, according to the area in which the student is specializing.

- 406-4. TECHNIQUES AND INTERPRETATION OF HEARING TESTING. See Speech Correction 406 for course description.
- 410-4. PROBLEMS OF CHARACTERISTICS OF THE MENTALLY RETARDED. Objectives, curriculum, methods, and materials of instruction for slow learners. Emphasis upon the principles of learning as they can be applied to this group. Observations. Prerequisite: Guidance 305 or Psychology 301 or 303.
- 411-4. EDUCATION OF THE PARTIALLY SIGHTED AND BLIND. A study of the objectives, curriculum, methods, and techniques of instruction of classes for the partially sighted. Special emphasis on sight conservation in the regular classroom, special equipment, and observation of sight-saving classes. Prerequisites: Guidance 305, Psychology 301 or 303.
- 412-4. EDUCATION OF GIFTED CHILDREN. Designed to help teachers in the identification of and programming for gifted and talented children. Prerequisite: Guidance 305 or Psychology 301 or 303.
- 413-4. DIRECTED OBSERVATION OF EXCEPTIONAL CHILDREN. Taken concurrently with a problem course in a specific area which provides student observation and participation in individual work with exceptional children. Prerequisite: consent of instructor.
- 414-4. THE EXCEPTIONAL CHILD. Physical, mental, emotional, and social traits of all types of exceptional children. Effects of handicaps in learning situations. Methods of differentiation and techniques for rehabilitation. Individual case studies used; observations and field trips. Prerequisites: Guidance 305, Psychology 301 or 303.
- 415-4. EDUCATION OF THE DEAF AND HARD OF HEARING. Methods of teaching reading and developing language sense in the deaf and hard of hearing. Tactile, visual, and kinesthetic experiences; hearing aids and other special equipment presented in terms of their educational application. Observations. Prerequisites: Guidance 305, Psychology 301 or 303, Speech 105 and 212, or equivalent.
- 416-4. EDUCATION OF ORTHOPEDIC CHILDREN. Objectives, curriculum, methods, and techniques of instruction of classes for orthopedic children. Emphasis given to program organization, special types of equipment, and observation of classes for the orthopedic. Prerequisite: same as 410.
- 417-4. THE ATYPICAL CHILD AND SOCIAL AGENCIES. A survey of social

- agencies contributing to the welfare and care of exceptional children. Emphasis given to services rendered and to methods of contact and cost. Visits made to agencies and institutions; specialists invited to appear before the class. Prerequisites: Guidance 305 or Psychology 301 or 303, and Sociology 101.
- 418-4 or 8. WORKSHOP IN SPECIAL EDUCATION. Designed to promote better understanding of the psychological and educational problems of atypical children. Specialists used as consultants. Open to seniors and graduate students majoring in education, guidance, or special education. Prerequisite: Guidance 305 or Psychology 301 or 303.
- 419-4. PRINCIPLES AND TECHNIQUES OF TEACHING LIP READING. Objectives and techniques for visual speech reading of the hard of hearing. Emphasis given to foundation exercises and actual practice under direct supervision. Speech reading problems studied. Prerequisites: Guidance 305 or Psychology 301 or 303, Speech 105 and 212, or equivalent.
- 420-4. METHODS AND MATERIALS FOR TEACHING EXCEPTIONAL CHILDREN. Offered in conjunction with practice teaching, dealing with methods and materials needed in teaching specific types of exceptional children.
- 428-4. SPEECH CORRECTION FOR THE CLASSROOM TEACHER. See Speech Correction 428 for course description.
- 481-4. SEMINAR.
- 501-4. SPECIAL RESEARCH PROBLEM. For majors and minors in the areas of special education. Choosing and conducting research activities. The student to select a topic for research and present it, upon completion, to the staff. Prerequisite: consent of staff.
- 513-4. ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF SPECIAL CLASSES. Emphasis upon the functions, underlying principles, and cautions to be observed in the organization and administration of special classes. The selection and training of teachers, problems of supervision, special equipment, transportation, co-operating agencies, and legal aspects of the program. Prerequisites: Guidance 305, Psychology 301 or 303.
- 570-2. SEMINAR: VOCATIONAL GUIDANCE OF THE HANDICAPPED. Examination of vocational problems of the handicapped. Vocations open to handicapped; requisites for success. Advanced majors only.
- 571-2, 572-2. SPECIAL PROBLEMS OF THE HANDICAPPED. Program development and training of handicapped individuals with special emphasis on the socio-psychological aspects of disability.
- 573-3 to 4. PSYCHODIAGNOSTICS FOR SPECIAL POPULATIONS. (Same as Psychology 546.)
- 574-1 to 12. SUPERVISED EXPERIENCE IN REHABILITATION. Provides for experience both on and off campus in counseling, interviewing, case study, and placement of rehabilitation clients under adequate supervision.
- 577-4 to 12. PRACTICUM IN SPECIAL EDUCATION. Practical experience in working with atypical children. A minimum of 8 to 12 hours per week in the classroom with atypical children who exemplify this area of specialization. Special research project.
- 596-5 to 9. INDEPENDENT INVESTIGATION. A field study required of each

student working for the sixth-year professional certificate. The work should be done in the setting of a school system where the student is employed or where full co-operation is extended. The study will involve selecting of the problem, survey of pertinent literature, recording of results, and appropriate interpretations and summarizations.

599-5 to 9. THESIS.

## SPEECH

Graduate courses are offered in speech with a major or minor in general speech (rhetoric and public address, or interpretation) toward the Master of Arts and Doctor of Philosophy degrees. Graduate courses in all fields of speech may be taken as a major or minor leading to the Master of Science in Education degree.

A minor is available on the doctoral level in all areas where a major is available on the master's level. A student is to select his minor only with the approval of his doctoral advisory committee.

### *GENERAL SPEECH*

- 408-4. **PSYCHOLOGY OF SPEECH.** Nature and development of speech, its basic psychology, and the part speech plays in personality development.
- 440-4. **ADVANCED PHONETICS.** Phonetic theory. Materials and methods of linguistic geography. Prerequisite: 200.
- 449-4. **GENERAL SEMANTICS.** Means of changing implications so that language, in spoken or written form, describes the life facts.
- 520-3. **PHILOSOPHICAL FOUNDATIONS OF SPEECH.** A special course reviewing the philosophy of speech for graduate and advanced students. Designed to take advantage of the knowledge and background of distinguished visiting professors.
- 530-1 to 4. **RESEARCH PROBLEMS IN SPEECH.** Individual work upon selected problems for research.
- 532-4. **AREAS AND TECHNIQUES OF RESEARCH IN SPEECH.** Study and analysis of outstanding works in the various areas of research. Lectures on research techniques and study possibilities in the field.
- 599-2 to 9. THESIS.
- 600-1 to 48. DISSERTATION.

### *ORAL INTERPRETATION*

- 404-4. **RECITAL AND LECTURE-RECITAL.** Study of professional work on the public platform which is climaxed by a lecture or recital of a professional nature. Prerequisite: 12 hours of public speaking, interpretation, or theater.

- 523-3. SEMINAR: PROBLEMS IN INTERPRETATION. An investigation of the more advanced problems in oral interpretation, such as creation of atmosphere, use of restraint, impersonation, and impressionism. Prerequisites: 18 hours in interpretation and theater and consent of instructor.
- 530-1 to 4. RESEARCH PROBLEMS IN SPEECH. Individual work upon selected problems for research.
- 599-2 to 9. THESIS.

### *RHETORIC AND PUBLIC ADDRESS*

- 407-4. HISTORY OF AMERICAN PUBLIC ADDRESS I. Critical studies of American speakers; selected speakers and speeches which reflect the dominant social and political ideas in American history. A lecture, reading, and discussion course.
- 413-4. HISTORY OF AMERICAN PUBLIC ADDRESS II. A continuation of 407; may be taken independently.
- 417-4. CONTEMPORARY PUBLIC ADDRESS. A critical study of speakers and speeches selected to present the characteristic ideas of leading social and political developments in national and international affairs since 1918. A lecture, reading, and discussion course.
- 418-4. BRITISH PUBLIC ADDRESS. Critical study of British speakers to c. 1920. Selection of material will be governed both by men and the issues that moved men throughout British history.
- 425-3. TECHNIQUES OF DISCUSSION LEADERSHIP. Studies in the field of group discussion designed to clarify the functions and concepts of the leader in democratic society.
- 500-4. SURVEY OF CLASSICAL RHETORIC. Ancient rhetoricians and orators from Corax to Augustine, with special emphasis upon the works of Aristotle and Cicero. Lectures and special studies.
- 504-3. MEDIEVAL RHETORICAL THEORY. An examination of the rhetorical scholasticism between A.D. 500 and 1600 designed to facilitate understanding of the transition from classical to modern theory.
- 505-4. MODERN RHETORICAL THEORY. An analysis of selected theories of public address from the seventeenth century to the present, with a view of discovering the methods and objectives of modern rhetoricians and relating them to society and its problems during the period.
- 508-4. SEMINAR: STUDIES IN DISCUSSION. Studies in group thinking and group action with a view to improving discussion and conference techniques.
- 510-4. SEMINAR: PERSUASION AND SOCIAL CONTROL. Studies covering the uses and applications of persuasion in the various fields of social activity. The mass media will be examined as they apply to such areas as politics, business, religion, and education.
- 524-3. SEMINAR: PROBLEMS IN RHETORIC AND PUBLIC ADDRESS. Individual problems in the theories and methods in various fields of public speaking; a survey of the areas and methods of graduate research in public speaking. Prerequisite: 12 hours of public address.
- 530-1 to 4. RESEARCH PROBLEMS IN SPEECH. Individual work upon selected problems for research.
- 599-2 to 9. THESIS.

### *SPEECH EDUCATION*

- 402-4. **DIRECTING.** Selection of plays, casting, and methods of rehearsal. Development of characterization, control of tempo, and similar problems studied. Students to direct or to aid in directing one-act plays and major productions.
- 410-4. **CREATIVE DRAMATICS.** Principles of creative dramatics. Methods of developing original dramatizations with kindergarten-primary school children. The course will be developed through study, observation, and practice. Prerequisites: senior or graduate standing with either a kindergarten-primary, speech, or theater major.
- 427-4. **THE FORENSIC PROGRAM.** Coaching and organizational methods for extracurricular and curricular forensic programs in school and college.
- 511-3. **TEACHING THE COLLEGE SPEECH COURSE.** Problems, methods, and materials in the teaching of speech in college with primary emphasis on the basic course. Examination of textbooks, courses of study, curriculum making, measurement, and relationship to other subject matter fields.
- 525-4. **SEMINAR IN SPEECH EDUCATION.** Problems of philosophy and methods of teaching speech in the elementary and secondary schools. Prerequisite: 306 or consent of instructor.
- 530-1 to 4. **RESEARCH PROBLEMS IN SPEECH.** Individual work upon selected problems for research.
- 599-2 to 9. **THESIS.**

### **SPEECH CORRECTION**

Speech correction, pathology, and audiology is an area which has as its objective the training of qualified personnel to work with people handicapped in either speech or hearing. Course work in this area leads to certification as a speech therapist in the public schools in Illinois and meets basic membership requirements in the American Speech and Hearing Association.

Graduate courses in speech correction, pathology, and audiology may be taken as a major leading to the Master of Arts, Master of Science in Education, Master of Science, and Doctor of Philosophy degrees.

- 405-0 to 4. **PRACTICUM IN SPEECH AND HEARING THERAPY.** Clinical and school procedures in speech correction. One hour of class per week, and two hours of clinical work for each hour of credit. May be repeated for up to 12 hours of credit.
- 406-4. **TECHNIQUES AND INTERPRETATION OF HEARING TESTS.** Principles and techniques of testing the hearing and interpreting those tests in terms of the individual's needs.

- 409-4. RESEARCH TECHNIQUES IN SPEECH SCIENCE. Particular emphasis on equipment, experimental design, and study of significant research contributions to the field. Open to advanced students in speech or with consent of instructor.
- 412-4. CEREBRAL PALSY. Etiology, problems, and therapy of cerebral palsy.
- 414-4. ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS. (Same as Physiology 414.)
- 415-4. APHASIA. Etiology, problems, and therapy of aphasia.
- 416-4. HEARING. Designed to acquaint the student with the theories and facts concerned with the functions of the hearing mechanism.
- 419-4. COMMUNICATION PROBLEMS OF THE DEAF AND HARD OF HEARING. (Same as Special Education 419.) Objectives and techniques for the teaching of lip reading, speech conservation, and auditory training.
- 420-4. ADVANCED CLINICAL AUDIOMETRY. Principles and procedures for advanced audiometric testing. Prerequisite: 406.
- 428-4. SPEECH CORRECTION FOR THE CLASSROOM TEACHER. Etiology and therapy for common speech defects. Open to in-service teachers, seniors, and graduate students in education.
- 429-4. SPEECH CORRECTION FOR ALLIED PROFESSIONS. Etiology of and resources available for the speech and hearing defective. Designed for majors in counseling. Prerequisite: consent of instructor.
- 515-1 to 4. READINGS IN SPEECH PATHOLOGY. Supervised and directed readings in specific areas of speech pathology.
- 516-1 to 4. SEMINAR IN RESIDUAL HEARING. Special problems of auditory training, speech reading, hearing aids, and programming for aural rehabilitation.
- 520-1 to 4. SEMINAR IN HEARING. Special hearing problems of interest to the advanced student. Special projects and field work.
- 521-1 to 4. SEMINAR IN ARTICULATION AND DELAYED SPEECH. Special problems of language development and articulation.
- 522-1 to 4. SEMINAR IN ORGANIC SPEECH PROBLEMS. Special problems in cerebral palsy, cleft palate, and aphasia. Special projects and field work.
- 528-1 to 4. SEMINAR IN THE INTERPERSONAL RELATIONSHIPS IN SPEECH AND HEARING. Problems faced by speech therapist in variety of interpersonal relationship situations such as testing, interviewing, parent-teacher conferences, etc.
- 529-1 to 4. SEMINAR IN STUTTERING. Special problems of stuttering.
- 530-1 to 4. RESEARCH PROBLEMS IN SPEECH CORRECTION. Individual work upon selected problems for research.
- 531-1 to 4. SEMINAR IN EXPERIMENTAL PHONETICS. Experimental approaches for the study of the phenomena of speech.
- 533-1 to 4. SEMINAR IN SPEECH SCIENCE. Special problems in voice science, and acoustic perception.
- 534-1 to 4. SEMINAR IN INSTRUMENTATION. Familiarity with instruments, their uses, capabilities, and limitations, as they apply to the study of speech and hearing.
- 599-2 to 9. THESIS.
600. DISSERTATION. Up to 48 hours or equivalent.

## THEATER

The Department of Theater offers curricula leading to the Master of Arts and Master of Science degrees. Graduate courses in theater may be taken as a major or minor leading to the Master of Science in Education degree.

- 402-4. DIRECTING. Selection of plays, casting, and methods of rehearsal. Development of characterization, control of tempo, and similar problems studied. Students to direct or to aid in directing one-act plays and major productions.
- 403-4. AESTHETICS OF THE DRAMA AND THE THEATER. Principles and practice of modern dramatic production in the light of modern aesthetic theory. A course attempting to formulate an aesthetic judgment of the theater.
- 404-4. THEATER MANAGEMENT. Theater operational procedure, including both fundamental structuring and house management. The former aspect includes administration, purchasing, and accounting practices, ticket sales, publicity, promotion, and public relations. The latter aspect covers the management of box-office and ushering.
- 411-4. PLAYWRITING. The writing of a full-length play forms the basis of the course. Individual conferences supplement the class discussion and analysis of student writing. Prerequisites: Theater 311 and consent of instructor.
- 430-4. ADVANCED TECHNICAL PROBLEMS. Solutions for problems presented by certain types of plays and modes of production. Study of drawing problems in the planning of floor plans, pictorial views, working drawings, and elevations.
- 432-4. STAGE LIGHTING. Instruments and control equipment; principles and techniques of lighting dramatic productions.
- 438-4. CONTEMPORARY DEVELOPMENTS IN THE THEATER. Critical study of theory and practice in acting, directing, production, and architecture in the modern theater. The rise and development of the film, radio, and television as dramatic media.
- 502-4. ADVANCED DIRECTING. Study of and practice in the techniques of directing period plays, verse plays, music dramas, arena productions, and other types and styles of plays presenting special directing problems.
- 509-4. THE HIGH SCHOOL THEATER AND ITS PRODUCTION PROBLEMS. Consideration of stages, machinery, equipment, light controls and instruments, production techniques, and analysis of basic needs of high school theater.
- 518-4. THEATER AUDIENCE. A course attempting to determine (1) the relations between the drama, *mise-en-scène*, and theater audience; and (2) the psychological nature of the spectator's experience in the theater.
- 519-2 to 12. THEATER PRACTICUM. Practical experience in acting, directing, and associated theater work on campus, on area tours, and in summer stock.

- 526-3. SEMINAR IN THEATER ARTS. Special problems of interest to the advanced student.
- 530-1 to 4. RESEARCH PROBLEMS IN THEATER. Individual work upon selected problems for research.
- 599-2 to 9. THESIS.

## ZOOLOGY

Graduate work in zoology may be taken as a major or a minor toward the Master of Arts and Master of Science degrees, as part of a major in biological science toward the Master of Science and Master of Science in Education degrees, and as a major or minor toward the Doctor of Philosophy degree.

Candidates for the Master of Science and Master of Arts degrees must have the consent of the department and at least thirty-five hours of undergraduate credit in zoology equivalent to 100, 102, 103, 202, 300, 401, and one of the following courses: 303, 306, 335, 408, 461, 465. Further required undergraduate work includes one year of chemistry, one year of botany, two quarters of physics, and one year of, or demonstrated proficiency in, a foreign language. Deficiencies in undergraduate preparation may be removed concurrently with graduate work.

Completion of work for the Master of Science and Master of Arts degrees requires, in addition to the general requirements of the Graduate School, an approved thesis, Zoology 581, and continuous registration in Zoology 582. A minor outside the department is recommended.

- 401-5. GENETICS. (Same as Microbiology 402.) Principles of inheritance, including genetic mechanisms, mutation, and selection. Prerequisites: 12 hours of biological science and consent of instructor.
- 402-4. NATURAL HISTORY OF INVERTEBRATE ANIMALS. Observation, identification, and life histories. Designed for teachers. Not for students specializing in invertebrate zoology. Prerequisite: one year of zoology.
- 403-4. NATURAL HISTORY OF VERTEBRATE ANIMALS. Observation, identification, and life histories. Designed for teachers. Not for students specializing in vertebrate zoology. Prerequisite: one year of zoology.
- 404-4 to 8. ZOOLOGY FIELD STUDIES. An extended trip of four to eight weeks to study animals in various environments. Arrangements made spring term. Costs per individual will be approximately \$25 per week. (Only 4 hours may be used for credit.) Prerequisite: approval of department.
- 405-4. ADVANCED INVERTEBRATE ZOOLOGY. Anatomy and natural history of representative types, with an introduction to the taxonomy of the various phyla. Prerequisite: one year of zoology.
- 406-4. PROTOZOOLOGY. (Same as Microbiology 406.) Taxonomy, cytology,

- reproduction, and physiology of unicellular animals. Laboratory methods of culturing and studying. Prerequisite: one year of zoology.
- 407-5. PARASITOLOGY. (Same as Microbiology 490.) Principles, collection, identification, morphology, life histories, and control measures. Prerequisite: one year of zoology.
- 408-4. HERPETOLOGY. Taxonomic groups, identification, and natural history of amphibians and reptiles. Prerequisite: one year of zoology.
- 410-4. VERTEBRATE PALEONTOLOGY. History of vertebrate animals in terms of their morphological change, geological succession, and ecological relationships. Prerequisite: one year of zoology.
- 412-4. ADVANCED ENTOMOLOGY. Morphology, physiology, systematics, and distribution of insects. Prerequisite: one basic course in entomology.
- 441-4. ADVANCED VERTEBRATE EMBRYOLOGY. Principles of development and organization of vertebrate animals during embryogenesis, with emphasis on mammalian forms.
- 459-4. GAME BIRDS. Natural history and management. Prerequisite: one year of zoology.
- 461-4. MAMMALOLOGY. Taxonomic groups, identification, and natural history of mammals. Prerequisite: one year of zoology.
- 463-4. GAME MANAGEMENT. General survey of management techniques. Prerequisites: one year of biological science and consent of instructor.
- 464-4. GAME MAMMALS. Natural history and management. Prerequisite: one year of zoology.
- 465-4. ICHTHYOLOGY. Taxonomic groups, identification, and natural history of fishes. Prerequisite: one year of zoology.
- 466-4. FISH MANAGEMENT. Sampling, dynamics, and manipulation of fish populations, age and growth of fishes, and habitat improvement. Prerequisites: one year of biological science and consent of instructor.
- 470A-3. METHODS IN BIOLOGY. (Same as Botany 470A.) Methods, objectives, types of courses. Laboratory and field trips to Southern Illinois high schools. Prerequisite: major in zoology or botany.
- 470B-3. RESEARCH FOR BIOLOGY TEACHERS. Laboratory experience in research methods for teachers of biology and general science.
- 501-4. ANIMAL BIOLOGY FOR HIGH SCHOOL TEACHERS OF BIOLOGY. Designed to add new interpretations and evaluations to the teacher's previous training in animal biology. Principles illustrated by laboratory and field work will be re-emphasized in the context of modern concepts of biology. Two lectures and two laboratory periods or field trips per week. Prerequisite: one year of biology.
- 502-2. RECENT DEVELOPMENTS IN BIOLOGICAL SCIENCES. A series of lectures based upon recent research, designed to acquaint the teacher with advances and changes in concepts. Prerequisite: one year of biological science.
- 510-4. BIO-ECOLOGY. (Same as Botany 510.) Composition and development of biotic communities, and the relationships of plants and animals to their environment. Cost of field trips may be \$10-\$25 per student. Prerequisite: consent of instructor.
- 511-4. LIMNOLOGY. Principles exemplified by the lakes and streams of Southern Illinois. Cost of field trips may be \$10-\$25 per student. Prerequisite: consent of instructor.

- 512-3. ANIMAL GEOGRAPHY. Principles of the distribution of the animals of the world. Prerequisite: consent of instructor.
- 513-3. ADVANCED ORNITHOLOGY. Taxonomic groups, structure, and behavior of birds. Prerequisite: consent of instructor.
- 525-5. CYTOLOGY. (Same as Botany 525.) Microscopic study of protoplasm, including mitosis and meiosis; discussions of cytological behavior. Prerequisite: consent of instructor.
- 540-3. FACTORS IN ANIMAL REPRODUCTION. Genetic and physiological factors in determination, differentiation, and modification of sex in animals. Prerequisite: consent of instructor.
- 560-3. ADVANCED GAME MANAGEMENT. Principles of maintenance and improvement of game resources. Prerequisite: consent of instructor.
- 566-3. FISH CULTURE. Propagation of game, bait, and ornamental species, hatchery-construction and operation, diagnosis and treatment of disease, and nutrition. Prerequisite: consent of instructor.
- 581-3. READINGS IN CURRENT ZOOLOGICAL LITERATURE. Library techniques, sources of literature, and current literature. Prerequisite: graduate status in a biological science.
- 582A, B, C-1/2. GRADUATE ZOOLOGY SEMINAR. Credit may not be used toward advanced degrees.
- 583A, B, C-1. THE TEACHING OF ZOOLOGY IN COLLEGE. Methods and practices, objectives, comparative courses. Designed as part of the apprenticeship program for preparation of college teachers. Prerequisite: graduate status in a biological science.
- 584A, B, C-1. PROTOZOOLOGY SEMINAR. Advanced discussions of trends and problems in protozoology. Prerequisite: 406 or consent of instructor.
- 596-3 to 12. SPECIAL RESEARCH IN ZOOLOGY. Investigations in zoology other than those for theses. Only 3 hours may be credited. Prerequisite: consent of instructor.
- 599-2 to 9. THESIS. Only 9 hours may be credited toward the master's degree. Prerequisite: consent of instructor.
- 600-3 to 12. DOCTORAL RESEARCH AND DISSERTATION. Thirty-six hours must be credited toward the doctoral degree. Prerequisite: consent of instructor.

#### PHOTOGRAPHS

Acknowledgment is made to Professor Willard D. Klimstra for the photograph on page 8, to Professor Carroll L. Riley for the photograph on page 28, and to the Photographic Service for photographs on page vii, x, 24, 38, 60, 81, 87, and 96.



# Index

## A

Academic load for students, 12-13  
Academic year: division of, into sessions, 2  
Accounting: descriptions of courses in, 36-37  
Admission to the University: application for, 10; advanced study, 11; first year of graduate study, 11; foreign students, 12; full graduate standing, 11-12  
Advisement, academic, 12-13  
Agricultural Industries: department of, 25; descriptions of courses in, 25-26  
Animal Industries: department of, 26; descriptions of courses in, 26-28  
Anthropology: department of, 28-29; descriptions of courses in, 29-31  
Art: department of, 31-32; descriptions of courses in, 32  
Asian Studies, 33  
Assistantships, 9

## B

Biological Research Laboratory, 5  
Botany: department of, 33; descriptions of courses in, 33-35  
Business: a major in, 35-36

## C

Chemistry: department of, 39; descriptions of courses in, 39-41  
Clothing and Textiles: descriptions of courses in, 76  
College Student Personnel Work: program in, 66  
Co-operative Agronomy Experiment Station, 6  
Co-operative Atomic and Capacitor Research, 6  
Co-operative Climatology Research, 6

Co-operative Fisheries Management Research, 6-7

Co-operative Forestry Research, 7

Co-operative Personality Research, 7

Co-operative Small Fruit Research, 7

Co-operative Wildlife Research Laboratory, 7-8

Course numbering system, 25

## D

Degrees offered by the University: graduate, 13-14

Degree requirements: Doctor of Philosophy, 18-22; general requirements for the Master's, 14-16; Master of Arts, 16-17; Master of Fine Arts, 17; Master of Music, 17; Master of Music Education, 17; Master of Science, 16-17; Master of Science in Education, 17; Specialist's Certificate, 17-18

Design: department of, 42; descriptions of courses in, 42-43

Doctor of Philosophy: requirements for, 18-22

## E

Economics: department of, 43; descriptions of courses in, 43-45

Educational Administration and Supervision: department of, 45; descriptions of courses in, 46-48

Elementary Education: department of, 48; descriptions of courses in, 49-52

English: department of, 52; descriptions of courses in, 52-54

## F

Fees: for one quarter, 13

Fellowships, 9

Fish Pathology Laboratory, 6-7

Food and Nutrition: descriptions of courses in, 77  
 Foreign Languages: department of, 54-57; descriptions of courses in, 54-55  
 French: descriptions of courses in, 55

## G

General information, 3  
 Geography: department of, 57; descriptions of courses in, 57-59  
 Geology: department of, 59; descriptions of courses in, 59-61  
 German: descriptions of courses in, 55-56  
 Government: department of, 61; descriptions of courses in, 61-65  
 Graduation: application for, 24  
 Graduate Internship Program in Education, 22-23  
 Guidance: department of, 65; descriptions of courses in, 66-70

## H

Health Education: department of, 70; descriptions of courses in, 70-72  
 Higher Education: department of, 72-73  
 History: department of, 73; descriptions of courses in, 73-76  
 Home and Family: descriptions of courses in, 78-79  
 Home Economics, 76  
 Home Economics Education: descriptions of courses in, 77-78  
 Housing, 9-10

## I

Illinois Horticultural Experiment Station, 8  
 Industrial Education: department of, 79; descriptions of courses in, 79-80  
 Instructional Materials: department of, 81; descriptions of courses in, 81-83

## J

Journalism: department of, 83; descriptions of courses in, 83

## K

Kindergarten-Primary Education: program in, 49

## M

Majors: persons responsible for approval of, 4-5  
 Management: descriptions of courses in, 37-38

Marketing: descriptions of courses in, 38-39

Master of Arts: requirements for, 16-17  
 Master of Fine Arts: requirements for, 17  
 Master of Music: requirements for, 17  
 Master of Music Education: requirements for, 17  
 Master of Science: requirements for, 16-17  
 Master of Science in Education: requirements for, 17  
 Master's degree: general requirements for, 14-16  
 Mathematics: department of, 84; descriptions of courses in, 84-86  
 Microbiology: department of, 86; descriptions of courses in, 88-89  
 Mississippi Valley Investigations: 8  
 Music: department of, 89-90; descriptions of courses in, 90-92

## P

Philosophy: department of, 92; descriptions of courses in, 92-93  
 Physical Education: department of, 93; descriptions of courses in, 93-95  
 Physics: department of, 95; descriptions of courses in, 95-97  
 Physiology: department of, 97; descriptions of courses in, 97-98  
 Plant Industries: department of, 99; descriptions of courses in, 99  
 Psychology: department of, 100; descriptions of courses in, 100-105

## R

Recreation and Outdoor Education: department of, 105-106; descriptions of courses in, 106  
 Regulations, University: changing of, 2  
 Rehabilitation Counseling: program in, 107  
 Research, 5-8  
 Romance Philology: descriptions of courses in, 57

## S

Secondary Education: department of, 107-108; descriptions of courses in, 108-109  
 Secretarial and Business Education: department of, 110; descriptions of courses in, 110-111  
 Sixth-Year Program: requirements for, 17-18  
 Sociology: department of, 111-112; descriptions of courses in, 112-116  
 Spanish: descriptions of courses in, 56-57

Special Education: department of, 116-117; descriptions of courses in, 117-119

Specialist's Certificate: 17-18

Speech: department of, 119; descriptions of courses in, 119-121

Speech Correction: department of, 121; descriptions of courses in, 121-122

T

Theater: department of, 123; descriptions of courses in, 123-124

Thesis: approval of, 24; completion of, 24; subject of, 24

Timetable: graduate student's, 23-24

U

University: campus, 1; history of, 1; regulations, 2; sessions, 2

Z

Zoology: department of, 124; descriptions of courses in, 124-126







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1959 · 1961

*College of Liberal Arts and Sciences*

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Vol. 1, No. 9



# College of Liberal Arts and Sciences

*Announcements for 1959-1961*



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Carbondale, Illinois

# Objectives of Southern Illinois University

## TO EXALT BEAUTY

IN GOD,  
IN NATURE,  
AND IN ART;  
TEACHING HOW TO LOVE THE BEST  
BUT TO KEEP THE HUMAN TOUCH;

## TO ADVANCE LEARNING

IN ALL LINES OF TRUTH  
WHEREVER THEY MAY LEAD,  
SHOWING HOW TO THINK  
RATHER THAN WHAT TO THINK,  
ASSISTING THE POWERS  
OF THE MIND  
IN THEIR SELF-DEVELOPMENT;

## TO FORWARD IDEAS AND IDEALS

IN OUR DEMOCRACY,  
INSPIRING RESPECT FOR OTHERS  
AS FOR OURSELVES,  
EVER PROMOTING FREEDOM  
WITH RESPONSIBILITY;

## TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD  
TO UNDERSTANDING  
AND UNDERSTANDING  
TO WISDOM.

## Board of Trustees

	TERM EXPIRES
JOHN PAGE WHAM, <i>Chairman</i> , Centralia	1965
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Vice-President for Instruction Charles D. Tenney, Ph.D. (Oregon)	1931
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Assistant Dean John W. Voigt, Ph.D. (Nebraska)	1950
Chief Academic Adviser Amos Black, Ph.D. (Cornell)	1948
Registrar and Director of Admissions Robert A. McGrath, Ph.D. (Iowa)	1949

# Table of Contents

THE UNIVERSITY .....	1
History .....	1
COLLEGE OF LIBERAL ARTS AND SCIENCES .....	3
History .....	3
Programs of Study .....	4
Student Activities .....	8
Admission .....	9
Tuition and Fees .....	9
Advisement .....	10
Requirements for the Bachelor's Degree .....	10
INSTRUCTIONAL UNITS .....	13
Anthropology .....	13
Art .....	17
Asian Studies .....	17
Botany .....	18
Chemistry .....	22
Economics .....	27
English .....	28
Foreign Languages .....	34
Geography .....	42
Geology .....	48
Government .....	51
Health Sciences .....	57
History .....	58
Latin American Studies .....	63
Mathematics .....	64
Microbiology .....	69
Music .....	72
Philosophy .....	73
Physics and Astronomy .....	76
Physiology .....	80
Psychology .....	82
Religion .....	90
Russian Studies .....	91
Sociology .....	91
Speech .....	99
Zoology .....	100

# *University Calendar, 1959-1960*

## SUMMER SESSION

Session Begins	Monday, June 22
Independence Day Holiday	Friday, July 3
Final Examinations	Wednesday–Thursday, August 12–13
Commencement	Friday, August 14

## FALL QUARTER

New Student Week	Friday–Tuesday, September 18–22
Quarter Begins	Wednesday, September 23
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 25–30
Final Examinations	Monday–Saturday, December 14–19

## WINTER QUARTER

Quarter Begins	Monday, January 4
Final Examinations	Monday–Saturday, March 14–19

## SPRING QUARTER

Quarter Begins	Monday, March 28
Memorial Day Holiday	Monday, May 30
Final Examinations	Wednesday–Tuesday, June 8–14
Commencement	Wednesday, June 15

Summer Session classes will begin Tuesday, June 23. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.

# *University Calendar, 1960-1961*

## SUMMER SESSION

Session Begins	Monday, June 20
Independence Day Holiday	Monday, July 4
Final Examinations	Wednesday–Thursday, August 10–11
Commencement	Friday, August 12

## FALL QUARTER

New Student Week	Friday–Tuesday, September 16–20
Quarter Begins	Wednesday, September 21
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 23–28
Final Examinations	Monday–Saturday, December 12–17

## WINTER QUARTER

Quarter Begins	Tuesday, January 3
Final Examinations	Monday–Saturday, March 13–18

## SPRING QUARTER

Quarter Begins	Monday, March 27
Memorial Day Holiday	Tuesday, May 30
Final Examinations	Wednesday–Tuesday, June 7–13
Commencement	Wednesday, June 14

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World Perspective

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# The University

This bulletin covers in detail questions concerning the College of Liberal Arts and Sciences. It does not cover all questions concerning Southern Illinois University. For complete information about the University the prospective student should write the General Publications Office for a copy of the General Information Bulletin.

## HISTORY

Southern Illinois University was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

For some years after its establishment, Southern operated as a two-year normal school. In 1907 it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943 the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The action of the legislature led to establishment of the College of Liberal Arts and Sciences, offering the Bachelor of Arts degree.

The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948 it was authorized to grant also the Master of Arts and Master of Science degrees. In 1952 the Master of Fine Arts degree was added to the list, and in 1956 the Master of Music, the Master of Education, and the Doctor of Philosophy degrees.

## CAMPUS

The main campus of Southern Illinois University is located in Carbondale, in Jackson County. The region is noted for its large peach and

apple orchards, which in blossomtime attract many tourists. Giant City, a state park, is a popular resort to the south of Carbondale, and Crab Orchard Lake, with swimming, boating, and fishing facilities, lies four miles to the east.

The Carbondale campus is at present undergoing extensive expansion. It now comprises more than twenty-three hundred acres, and more tracts of land are to be added. Thirty-six permanent buildings form the nucleus of the University's physical plant. Other permanent buildings are under construction.

## UNIVERSITY SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends about the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University Calendar.

In addition to the three regular quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter.

The summer session consists of a comprehensive program of courses offered by all the departments of the University. In addition to the courses which run the full eight weeks, there are a number of workshops and short courses covering a shorter period of time.

## UNIVERSITY REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; and to change any other regulation affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have matriculated in the University. The University also reserves the right to withdraw courses and to change fees.

# College of Liberal Arts and Sciences

## HISTORY

After the legislative action in 1943, which changed Southern into a university, a College of Liberal Arts and Sciences was established. The official University Bulletin for 1943-44 gives requirements for the College of Arts and Sciences with sixteen departments.

The college has continued to strengthen its program until at the present time its departments number seventeen in addition to several special study areas such as Asian studies and Russian studies.

## OBJECTIVES

The College of Liberal Arts and Sciences provides for specialized education in the fields of instruction covered by its departments. The college also is a service instructional unit for other colleges, schools, and institutes contributing both to the specialized and general education of their students.

A liberal arts education attempts to develop individuals with minds which are capable of seeking and evaluating; which are adaptable and independent.

## FACILITIES

Owing to its geological history and location the Southern Illinois area is richly endowed floristically and faunistically, so that the area is out-

standing for studies in the biological and earth sciences. A group of three greenhouses and headhouse and a herbarium of about 30,000 specimens are added special facilities for the biological sciences.

The antiquity of the land and its early occupancy by people make the area an excellent place for the study of archaic cultures. The more recent past is also rich historically.

Available for use by the physical and natural sciences and also other departments of the University is an electron microscope. Electronic computing machines are available in the Computing Center, and their uses and operation are taught in some mathematics courses.

## PROGRAMS OF STUDY

### *PRE-PROFESSIONAL PROGRAMS*

Students planning to take pre-dental, pre-legal, pre-medical, pre-medical technology, pre-occupational therapy, pre-pharmaceutical, pre-physical therapy, pre-public health, pre-theological, or pre-veterinary courses should register in the College of Liberal Arts and Sciences.

Pre-professional students may obtain, subject to certain conditions, a bachelor's degree after three years' work (144 quarter-hours) in Southern and one or more years' work in a professional school. During their three years of residence at Southern they need to have completed all requirements other than elective hours for the bachelor's degree which they are seeking. In some cases the completion of major and minor requirements is possible by their taking certain courses at the professional school, but this is permitted only upon the prior approval of the appropriate department chairman. Also, there needs to be completion of at least one year of professional work with acceptable grades in a Class A medical school, a Class A dental school, a Class A veterinary school, or an approved law school. In all cases, all University graduation requirements must be met. It is advisable for a student interested in this program to make his decision to seek a bachelor's degree before entering the professional school so that any questions may be clarified at an early date.

PRE-MEDICAL, PRE-DENTAL, PRE-VETERINARY, PRE-PHARMACY,  
AND PRE-OCCUPATIONAL THERAPY

Professor Harold M. Kaplan is the chairman of a medical advisory committee established to advise all students planning to enter medical school or dental school or to train themselves for careers in related fields.

All such students should plan their curricula very carefully. They will all need at least two years' work in chemistry, including some qualitative and some organic chemistry, and one year of biology (zoology). Since they are not expecting to receive degrees from Southern, they will not necessarily be held to all the requirements for the bachelor's degree at this University; they must, on the other hand, keep constantly in mind the requirements for admission and the later required courses in the special schools which they wish to attend. Each student should write for the catalog of the professional school he plans to enter.

#### PRE-LEGAL STUDY

Since law touches practically every human interest, a good general college background is strongly recommended. But as a rule, the pre-legal student is expected to choose a field of concentration in the social studies such as government, economics, history, sociology, psychology, or possibly philosophy.

Law schools normally require three years of pre-legal college study, and usually prefer four years of study and completion of requirements for the Bachelor of Arts degree. If the proper arrangements are made in advance, it is possible to secure the Bachelor of Arts degree at Southern Illinois University by completing three years of pre-legal study and one year of successful work in an accredited law school. All university graduation requirements must be met, and ordinarily the student should plan to major in government. Three years of study in law school lead to the LL.B. degree. Admission requirements include adequate pre-legal grades, and sometimes the passing of a law school admission test which is offered annually over the nation.

The skills most needed in law are (1) an excellent command of the English language, written (English Department) and spoken (Speech Department); (2) precision in thought (logic and other courses in the Department of Philosophy, and courses in mathematics and the sciences); (3) some ability in the use of figures (a knowledge of accounting is regarded as very important); and (4) ease in understanding Latin phrases (Latin or French, in high school or college, is helpful).

The subject matter of particular value would include (1) government (national, state and local, and constitution principles); (2) history (American and English, to secure the background for understanding legal institutions and principles); (3) economics; (4) psychology; (5) sociology; (6) anthropology; (7) philosophy, including ethics; and (8) geography.

In addition to private practice, lawyers are needed in many areas such as business, labor, government, politics, and international relations.

Students with special interests should choose electives in those fields, in addition to obtaining as broad a background as possible.

#### PRE-PUBLIC HEALTH

The health science curriculum is a pre-professional course designed to meet the current demand for trained personnel in the public health fields. Planned specifically for those students interested in public health sanitation and public health laboratory work, the curriculum crosses departmental boundaries to give one a good basic background in the sciences and social studies. Students with good academic records in this program should have no difficulty in securing admission to a school of public health for graduate work.

The curriculum is sufficiently broad to accommodate students who are interested in pre-medical or pre-dental careers. Sufficient electives are provided so that minors can be worked out in chemistry or zoology.

#### PRE-THEOLOGICAL

Any student who plans to enter a graduate theological seminary should consult his clergyman or his major professor at the earliest possible date. He should obtain a catalog of the seminary he plans to enter and prepare himself to meet its specific entrance requirements. The American Association of Theological Schools, which is the accrediting agency accepted by most theological schools, suggests a broad, basic education with an emphasis upon ability to think, speak, and write clearly and correctly. No undergraduate major in religion is offered at Southern Illinois University but the American Association of Theological Schools believes that such undergraduate specialization is not usually desirable. Students, however, may present a minor in religion. Among suitable majors leading to the required bachelor's degree are philosophy, history, and sociology.

The American Association of Theological Schools regards the following as a minimum list of fields of study that a student should have before beginning study in a seminary. The work in these fields should be evaluated on the basis of his mastery of these fields rather than in terms of semester hours or credits. That this recommendation may help the student faced with the practical problem of selecting courses, however, it is suggested that he take approximately three-fourths of his college work in the following specific areas:<sup>1</sup>

English. Literature, Composition, Speech, and related studies (English 390, Journalism 393, Radio-Television 161, Speech 102, 103) . . . at least six semesters.

<sup>1</sup> Courses offered at Southern Illinois University which should be useful in supplying this background are in parentheses.

- History. Ancient, modern European, and American. (History 210, 304, 416) . . . at least three semesters.
- Philosophy. Orientation in history, content and method (Philosophy 301, 320, 340, 360, 381, 382, 383) . . . at least three semesters.
- Natural sciences. Preferably physics, chemistry, and biology (Physics 101, 102; Chemistry 111, 112; Botany 101; Zoology 100) . . . at least two semesters.
- Social studies. Psychology, sociology, economics, political science, anthropology, education (Psychology 301, 305, 401; Sociology 102, 241, 320, 351, 380, 484; Economics 310, 450; Government 370, 441; Education 355) . . . at least six semesters including at least one semester of Psychology.
- Foreign languages. One or more of the following: Latin, Greek, Hebrew, German, French (Greek 101, 102, 103) . . . at least four semesters.
- Religion. The pre-seminary student may well seek counsel of the seminary of his choice in order to use the resources of his college most profitably. Attention is also called to religion courses offered for credit by the off-campus foundations and to the courses in Philosophy of Religion, Sociology of Religion, and World Religion offered on campus.

ADDITIONAL AREAS OF INSTRUCTION

In addition to the pre-professional and special area programs previously outlined, the following majors or minors are available. Specific information about each can be found under the departmental writeups appearing later in this bulletin.

Anthropology	Latin American Studies
Art <sup>1</sup>	Mathematics
Asian Studies <sup>2</sup>	Microbiology
Botany	Music <sup>1</sup>
Chemistry	Philosophy
Economics <sup>1</sup>	Physics
English	Physiology
Foreign Languages	Psychology
Geography	Religion <sup>2</sup>
Geology	Russian Studies <sup>2</sup>
Government	Sociology
Health Sciences	Speech <sup>1</sup>
History	Zoology
Home Economics	

<sup>1</sup> Liberal Arts, not professional majors  
<sup>2</sup> Minors only

## PUBLIC AFFAIRS RESEARCH BUREAU

First organized as a Local Government Center in 1951, the Public Affairs Research Bureau was approved as an agency of the College of Liberal Arts and Sciences by the Board of Trustees effective July 1, 1958.

The bureau concerns itself with making available certain findings of its staff to various agencies such as public schools, municipalities, business organizations, state and federal government and others in a position to apply these findings in the public interest.

## DEPARTMENTAL CLUBS AND PROFESSIONAL FRATERNITIES

Several academic departments have clubs or other interest groups to allow majors in special areas to become better acquainted with one another and with faculty members and to investigate further their special interests. The following departments have clubs: anthropology, botany, chemistry, English, foreign language (Spanish and German), government (International Relations Club, Young Democrats Club, Young Republicans Club), geology, history, philosophy, and psychology. The following departments have national honors societies: mathematics (Pi Mu Epsilon), government (Pi Sigma Alpha), geography (Gamma Theta Upsilon). The chemistry department has a student affiliate of the American Chemical Society.

In the college there is a Liberal Arts Honors Society, and students of the college qualifying scholastically are eligible for membership in Phi Kappa Phi.

## STUDENT ACTIVITIES

The College of Liberal Arts and Sciences encourages a broad student activity program with opportunities for all students to participate. The many organizations augment the student's educational experiences by assisting him in learning how to plan and carry out responsibilities, how to work with others, how to make wise use of leisure time, and how to develop leadership.

The Student Activities Office assists all campus groups in planning,

conducting, and evaluating their activities and programs. Additional information may be obtained about organizations and various activities from the student handbook, *Your Life, Southern Style* or from the Office of Student Affairs.

A complete listing of activities may be found in the General Information Bulletin.

## ADMISSION

The College of Liberal Arts and Sciences grants the Bachelor of Arts degree. Candidates for admission to the College should have included in their high school program four units of English, three to four units of mathematics with a minimum of one and one-half units of algebra and one unit of plane geometry, one unit of physics or chemistry, and two units of a foreign language with Latin preferred if available.

Students enrolled in the College of Liberal Arts and Sciences may meet the state requirements for a limited high school teaching certificate by using as their electives certain prescribed courses in the College of Education.

Inquiries concerning admission to the College of Liberal Arts and Sciences should be addressed to the University's Admissions Office. Application for admission may be made any time during the year. Applications should be initiated at least thirty days in advance of the desired entrance date to permit necessary processing to be completed. High school seniors should apply at the beginning of the last semester of their senior year.

It should be remembered that for full and complete details concerning admission, tuition, fees, housing, financial assistance, and student employment opportunities, the prospective student should address the General Publications Office for a copy of the General Information Bulletin.

## TUITION AND FEES

At the present time legal residents of Illinois registered for more than eight credit hours pay a total of \$61.50 per quarter. This includes \$42.00 tuition, a \$5.00 book rental fee, a \$5.00 student union building fund fee, and a \$9.50 student activity fee. Out-of-state students pay an additional

\$50.00 tuition, or a total of \$111.50. Students registered for eight hours or fewer pay one-half tuition, one-half book rental fee, and full student union building fund fee, and have the option of paying the student activity fee.

## ADVISEMENT

To insure that an undergraduate student is properly advised concerning the course of study which will fulfill the general University requirements and prepare him for his chosen career, academic advisement has been made the special responsibility of a selected group from the teaching faculty. The College of Liberal Arts and Sciences has a chief academic adviser and a number of assistant advisers.

## REQUIREMENTS FOR THE BACHELOR'S DEGREE

Each candidate for the degree must complete a minimum of 192 hours of credit in approved courses. At least 64 must be in senior college courses, of which 48 must be earned at Southern, 16 of which may be earned in extension from Southern. Each student must have a "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject. These averages are required for the credit made at Southern as well as for the total record.

The following requirements should be met by degree candidates of all colleges and schools within the first two years of attendance.

REQUIREMENTS	HOURS	COURSES
Social Studies	20	Economics 205, Geography 100, Government 101, History 101, 102, 103, Sociology 101 (work in four of the five departments)
Humanities	18	
English	(9)	English 101, 102, 103
English	(6)	English 205, 206, 209, 211, 212
Art or Music	(3)	Art 120, Music 100
Biological Sciences	9	
Health Education	(4)	Health Education 100
Botany or Zoology	(5)	Botany 101, 202, Zoology 100
Mathematics and		

(Continued on next page)

REQUIREMENTS	HOURS	COURSES
Physical Sciences	12	Chemistry, physics, and mathematics (work must be completed in two departments)
Practical Arts and Crafts	3	Agriculture, business administration, home economics, industrial education (not required if the student has had any of this work in high school)
Physical Education	6	Activity courses
Air Science and Tactics	6	(Men only)

In addition to the above general bachelor degree requirements required of all University students, a graduate of the College of Liberal Arts and Sciences must have the following:

1. Four hours in philosophy or psychology.
2. A reading knowledge of a foreign language. This ordinarily requires nine hours of university study or its equivalent.
3. Proficiency in English as demonstrated by examination at the end of the junior year.
4. A major of at least forty-two hours and a minor of at least twenty-four hours in the departments of instruction in the college. Some departments require more.



# Instructional Units

## ANTHROPOLOGY

Professor John Charles Kelley, Ph.D. (Harvard)	1950
Professor Walter W. Taylor, Ph.D. (Harvard), Chairman	1958
Associate Professor Charles Henry Lange, Ph.D. (New Mexico)	1955
Assistant Professor Melvin Leo Fowler, Ph.D. (Chicago)	1959
Assistant Professor Charles Raymond Kaut, Ph.D. (Chicago)	1959
Assistant Professor Carroll L. Riley, Ph.D. (New Mexico)	1955

The areas of specialization are those of archaeology, ethnology, and social anthropology. Faculty members of the department have had personal field experience in North, South, and Central America, Europe, and the Philippine Islands. The area of most intense and unique specialization is that of northern Mexico, in which the department has more specialists and more field experience than any other anthropological organization. Studies of Southern Illinois, which is rich in anthropological and archaeological materials, are carried on continuously.

In addition to the general degree and the College of Liberal Arts and Sciences requirements, a major in anthropology requires a minimum of forty-eight hours of anthropology including 201, 203 or 205, 207, 301, 401, 403 or 405, plus a minimum of sixteen other hours of 300-level courses and eight other hours in 400-level courses. Majors are also expected to be familiar with the contents of a list of basic anthropological publications. In addition, an anthropology major requires successful completion of four hours of course work in each of the following areas: geography or geology, philosophy, psychology, sociology, and zoology. A list of recommended courses in these areas may be secured from the departmental office or any departmental faculty member.

A minor in anthropology requires a minimum of twenty-four hours including either (a) 110, 207, 301, and 403, or (b) 410, 314 or 324 or 334 or 354, 301 and 403.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 110-5. INTRODUCTION TO ANTHROPOLOGY. Anthropology as a science and a profession. Survey of human origins, prehistory, world ethnography. The significance of anthropology in the world today.
- 201-4. MAN'S PLACE IN NATURE. Man as a biological being, his relationships to other living things, human origins and development, the concept of race and races of mankind, human genetics and normal human variation.
- 203-4. PEOPLES AND CULTURES OF THE OLD WORLD. The varieties of people and customs in Asia, Africa, Europe, and the Pacific Islands. The biological and cultural history of man in the Old World from the earliest known times to the present day.
- 205-4. PEOPLES AND CULTURES OF THE NEW WORLD. The varieties of people and customs in the New World from the Arctic to Tierra Del Fuego. The biological and cultural history of the American Indian and the Eskimo from the earliest known times to the present day.
- 207-4. MAN AND CULTURE. The nature of culture and cultural process. The interrelationships between culture and man as an individual and as a group, with emphasis on the cultural point of view as an aid in understanding human actions and reactions in the world of today.
- 301-4. THE ORIGINS OF CIVILIZATION. The conditions that produced the early high cultures of both Old and New Worlds. A study of the complex environmental and cultural factors that led to the rise and fall of early civilizations.
- 312-4. ARCHAEOLOGY OF NORTH AMERICA. A survey of prehistoric Indian cultures from the earliest known times to the present, as revealed by the archaeological record.
- 314-4. INDIANS OF NORTH AMERICA. A survey of North American Indian cultures as they have existed within historic times.
- 316-4. PEOPLES AND CULTURES OF SOUTHERN ILLINOIS. A survey of the prehistoric and historic Indian cultures of the Mississippi Valley.
- 318-4. PEOPLES AND CULTURES OF THE AMERICAN SOUTHWEST. A survey of Indian peoples and cultures, past and present, of the southwestern states.
- 322-4. ARCHAEOLOGY OF MESO-AMERICA. A survey of the native peoples of Mexico and Central America, their history, development, and contribution to modern Mestizo culture.
- 324-4. INDIANS OF MESO-AMERICA. A survey of the native peoples of Mexico and Central America, their history, development, and contribution to modern Mestizo culture.
- 332-4. ARCHAEOLOGY OF SOUTH AMERICA. A survey of the prehistoric cultures of Mexico and Central America.

- 334-4. INDIANS OF SOUTH AMERICA. A survey of the Indians of South America and the West Indies, their interrelationships and contributions to the modern life of South American nations.
- 352-4. PREHISTORY OF THE OLD WORLD. A survey of the origins and development of Paleolithic and Neolithic cultures in Europe, Africa, the Near East, and Asia.
- 354-4. PEOPLES AND CULTURES OF EUROPE. A survey of the traditional and contemporary cultures of the continent. Population movements and diffusion of ideas as background for the complex ethnic scene.
- 360-4. ANTHROPOLOGY OF RUSSIAN ASIA. A survey of the peoples and cultures, past and present, of northern and central Asia.
- 365-4. ANTHROPOLOGY OF SOUTHERN ASIA. A survey of the races and cultures of India, Pakistan, Ceylon, and Southeast Asia including the Indonesian Islands. Special emphasis on the civilizations, past and present, of the sub-continent of India.
- 370-4. ANTHROPOLOGY OF OCEANIA. A survey of the races and cultures of Australia and the Pacific Islands, from New Guinea to eastern Polynesia.
- 375-4. ANTHROPOLOGY OF AFRICA. A survey of the peoples and cultures of Africa, both Negro and White, from the earliest known times to the present day.
- 390-4 to 8. FIELD METHODS AND TECHNIQUES IN ANTHROPOLOGY. Lectures, discussions, and actual field experience. This work may be taken in social anthropology, ethnography, or archaeology.
- 401-4. HISTORY OF ANTHROPOLOGICAL THOUGHT. A brief history of the growth of anthropology up to about 1850, followed by an intensive survey of the changing concepts and ideas in anthropology during the past hundred years.
- 403-4. ANTHROPOLOGY AND MODERN LIFE. The uses of anthropology in the present-day world. How the anthropologist aids the administrator, business man, government official, and other specialists.
- 405-4. THE BUILDING OF CULTURES. The factors involved in the growth, change, and disruption of specific cultural patterns. The theory of innovation and culture change.
- 410-4. PRINCIPLES OF ANTHROPOLOGY. Survey of the various fields of anthropology for upper-division and graduate students, with emphasis on cultural theory and the "anthropological point of view."
- 412A, B, C-2 to 12. ARCHAEOLOGICAL CULTURES OF ABORIGINAL AMERICA. Intensive study of archaeological cultures. Subject matter and focus will vary.
- 414A, B, C-2 to 12. ETHNOLOGICAL CULTURES OF ABORIGINAL AMERICA. Intensive study of ethnological cultures. Subject matter and focus will vary.
- 431-4. THEORY AND METHOD IN ARCHAEOLOGY. The conceptual scheme of prehistoric research and the methods which implement it in actual practice.
- 433-4. FIELD AND RESEARCH METHODS IN CULTURAL ANTHROPOLOGY. Survey of the methods used in the field and in the analysis and presentation of research on living peoples. Organization, field

- situations, and documentary research will be stressed.
- 445-2 to 8. SOUTH AMERICAN STUDY TOUR. See Foreign Languages 445 for course description.
- 451-4. SOCIAL ANTHROPOLOGY. Theory and method in community study; functional analysis, cultural themes and values in both primitive and modern cultures.
- 453-4. PRIMITIVE RELIGIONS. The origins of religion and a survey of religions past and present, with emphasis on the beliefs of primitive peoples.
- 455-4. PRIMITIVE CULTURES AND EDUCATION. How primitive peoples teach and pass on specific cultural patterns. Our own methods and goals in helping primitive peoples adapt themselves to modern culture.
- 461-4. PRIMITIVE ARTS AND CRAFTS. The development of man as a tool-using and art-loving animal. The artistic and manufacturing traditions of modern primitive peoples.
- 463-4. MUSEUM ADMINISTRATION AND TECHNIQUES. Lectures and practical experience in the preparation of specimens and exhibits. Problems in museum management.
- 465-4. RESEARCH TECHNIQUES AND AIDS FOR THE ARCHAEOLOGIST. An intensive survey of technical aids and research practices useful in the field and in the laboratory.
- 481-4. SEMINAR IN ANTHROPOLOGY. The topic and instructor of this seminar will vary from year to year.
- 483-2 to 8. RESEARCH IN ANTHROPOLOGY. Guided research on anthropological problems.
- 485-2 to 8. READINGS IN ANTHROPOLOGY. Guided readings designed to cover special topics and to fill gaps in the student's basic anthropological reading.
- 487-4. CURRENT ANTHROPOLOGICAL LITERATURE. Guided readings and reports, organized as a seminar, upon topics current in the most recent anthropological publications.
- 490-4 to 8. ADVANCED FIELD WORK IN ANTHROPOLOGY. Guided preparation for field work and actual field experience in any of the several branches of anthropology.

Courses on the 500 level are for graduate students only.

- 501-4. PRO-SEMINAR IN ANTHROPOLOGY. Anthropology as an academic and research discipline. A survey of the personnel and source materials of the profession, professional standards, values, and ethics.
- 581-4 to 8. GRADUATE SEMINAR IN ANTHROPOLOGY. The topic and instructor will vary.
- 582-2 to 8. ADVANCED PROBLEMS IN ARCHAEOLOGY. A research course designed to provide intensive study of archaeological topics.
- 584-2 to 8. ADVANCED PROBLEMS IN CULTURAL ANTHROPOLOGY. A research course designed to provide intensive study of topics pertaining to ethnology, linguistics, or social anthropology.
- 585-2 to 8. ADVANCED READINGS IN ANTHROPOLOGY. Guided readings for the advanced student.
- 590-4 to 8. GRADUATE FIELD WORK IN ANTHROPOLOGY. Preparation

for the field and actual field work, the design and prosecution of original research leading to publication and/or the writing of the thesis for a graduate degree.

599-2 to 9. THESIS.

## ART

### *SUGGESTED CURRICULUM IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES*

While the Department of Art is in the School of Fine Arts, it offers the Bachelor of Arts major in art history within the curriculum of the College of Liberal Arts and Sciences. Forty-two hours of art history are required for the major (a minor in art history consists of twenty-four hours).

In addition to the general degree and the College of Liberal Arts and Sciences requirements, a major in art history must include the following courses: 225, 226, 227, and thirty-three hours from 301, 309, 345, 348, 356, 369, 446, 449, 471, 475, 482, and one quarter of 100.

The art history major is urged to take at least four credit hours in other studio courses. One year of a foreign language is required; and an additional year in a second language is recommended. Likewise recommended are six or more hours in philosophy, in courses numbered 200 or above, and at least twelve hours of courses in history. A minor is required. For a description of courses consult the School of Fine Arts Bulletin.

## ASIAN STUDIES

Within the College of Liberal Arts and Sciences, a student may minor in Asian Studies. To qualify for this minor, a student must present a minimum of thirty hours; the thirty hours are to be chosen from at least three departments from a list of offerings approved by the Committee on Asian Studies.

It is recommended that students interested in the minor in Asian Studies include Anthropology 110 and Geography 100 in the courses required for General Education Requirements in the Social Studies.

In the future, the minor in Asian Studies may be expanded to include work in the languages of South and/or Southeast Asia.

A leaflet describing the program is available from Dr. D. L. Spencer, Chairman, Committee on Asian Studies, Southern Illinois University, Carbondale, Illinois.

## BOTANY

Professor Ladislao v. Olah, Ph.D. (Stephen Tisza, Hungary)	1959
Professor Walter B. Welch, Ph.D. (Chicago), Chairman	1938
Associate Professor Margaret Kaeiser, Ph.D. (Illinois)	1947
Associate Professor Leo Kaplan, Ph.D. (Harvard)	1950
Associate Professor John W. Voigt, Ph.D. (Nebraska)	1950
Assistant Professor Albert J. Hendricks, Jr., Ph.D. (Nebraska)	1955
Assistant Professor William M. Marberry, A.M. (Illinois)	1939
Assistant Professor Robert H. Mohlenbrock, Ph.D. (Washington University)	1957
Assistant Professor S. Lane Wilson, Ph.D. (Illinois)	1955
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Visiting Professor Julian A. Steyermark, Ph.D. (Washington University)	1957-58
Lecturer Alice Petersen, A.M. (Hunter College)	1959-60
Lecturer Marvin John Rensing, M.S. (Southern Illinois)	1957-59

In addition to the general degree and the College of Liberal Arts and Sciences requirements, required courses constituting a major in botany are as follows: A minimum of nine courses including 101 or 102, 202, 203, 310, and 320. Additional courses recommended for a major in botany: Zoology 100, 101, 105; Microbiology 100 or 301; Chemistry 110, 230, 240, 310; Mathematics 106 or 111, 210.

Prospective majors are urged to consult with a departmental counselor.

Required courses constituting a minor in botany: A minimum of five courses including 101 or 102, 202, and 203.

## COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 101-5. GENERAL BOTANY. An introductory study of the morphology, anatomy, and physiology of the seed plants including vegetative and sexual reproduction; identification and recognition of common trees by leaf and stem characteristics. Laboratory and field studies.
- 102-5. GENERAL BOTANY. An introductory study of the morphology, anatomy, and physiology of the seed plants including vegetative and

sexual reproduction; identification of plants will not include classification of trees. Laboratory.

- 131-5. FIELD BIOLOGY. A course for those who are planning to teach in the rural and elementary schools; methods for the identification of various types of plants and animals; location of source material suitable for teaching nature study. Laboratory and field work. Cost to student about \$5.00.
- 202-5. GENERAL BOTANY. A study of representative plants of the great plant groups; classification; evolution of the plant kingdom. Laboratory, and one all-day (required) field trip. Student cost about \$5.00. Prerequisite: 101 or 102.
- 203-5. TAXONOMY OF LOCAL SEED PLANTS. A study of the characteristics of plants at the family, generic, and specific levels, with special reference to prominent families of flowering plants in southern Illinois. Also included will be collecting techniques and instruction in the use of botanical keys. Field work. Student cost about \$5.00. Prerequisite: 101 or 102.
- 308-5. TAXONOMY OF CULTIVATED PLANTS. A study of the classification of woody and herbaceous cultivated plants, both exotic and native. Three all-day field trips. Cost to the student about \$6.00. Prerequisite: 101 or 102, 103.
- 310-5. PLANT ANATOMY. An introduction to cell division, development, and maturation of the structures of the vascular plants. Laboratory. Prerequisite: 101 or 102, 202.
- 311-5. GENERAL BACTERIOLOGY. (Same as Microbiology 301.) Primarily a course for advanced students in other biological and physical sciences. An advanced treatment of cytology, theories and techniques of staining, physiology, enrichment cultures, and classification of microorganisms and their agricultural, industrial, and medical relationships. Not open to students who have had microbiology 100 or 201. 3 hours lecture. 4 hours laboratory. Prerequisite: one term botany or zoology and organic chemistry.
- 315-4. PLANT GENETICS. A general course involving principles of evolution and genetics of plants. Prerequisite: minor in Agriculture, Botany, or Zoology.
- 320-5. ELEMENTS OF PLANTS PHYSIOLOGY. A study of the functions of plants and their relation to the various organs. Laboratory. Prerequisite: Botany 101 or 102, and 202, or Plant Industries 209 or 264. Desirable antecedent, organic chemistry.
- 321-3. ELEMENTARY BOTANICAL MICROTECHNIQUE. Methods in preservation and preparation of plant materials, both non-vascular and vascular. Prerequisite: one year of Botany.
- 340-5. PLANT ECOLOGY. A general course, consisting of studies on the ecology of individual plants and plant communities. Field and laboratory. Cost to the student about \$7.00. Prerequisite: 101 or 102, 202, 203.
- 350-4. PLANTS IN RELATION TO MAN. A study of the basic relationships of plants to the life of man; the history, geography, crop ecology, production, consumption, and uses of plants and plant products of economic importance.

- 355-5. PLANT PATHOLOGY. (Same as Microbiology 355 or Plant Industries 355.) A study of plant diseases caused by fungi, bacteria, and viruses. Special attention given diseases of southern Illinois plants. Laboratory and field trips. Prerequisite: 101 or 102, 202, 301, or approval of the instructor.
- 390-2 to 4. READINGS IN BOTANY. A course of individually assigned readings in classical botanical literature; both oral and written reports required; open only to undergraduate students. Prerequisite: a major or minor in Botany and approval of instructor.
- 391-2 to 5. SPECIAL PROBLEMS IN BOTANY. Individual laboratory or field work under supervised direction. Both written and oral discussions required; open only to undergraduate students. Prerequisite: major or minor in Botany; approval of department.
- 403-3. HISTORY AND PRINCIPLES OF PLANT TAXONOMY. Important concepts in plant classification through the ages, and study of the Code of Nomenclature. Consideration of the functions of genetics, evolution, morphogenesis, and ecology in modern taxonomy. Prerequisite: 203 or approval of the instructor.
- 404-5. THE ALGAE. Structure, development, and relationships of the algae. Laboratory and some field work. Prerequisites: 101 or 102, 202.
- 405-5. MYCOLOGY. Structure, development, and relationships of fungi. Problems of economic and scientific interest stressed. Laboratory. Prerequisites: 101 or 102, 202.
- 411-5. THE BRYOPHYTES AND PTERIDOPHYTES. Structure, development, and relationships of the liverworts and mosses, and the ferns and fern allies. Laboratory. Prerequisites: 101 or 102, 202.
- 412-5. THE SPERMATOPHYTES. Structure, development, and relationships of the gymnosperms and angiosperms. Laboratory. Prerequisites: 101 or 102, 202, 203.
- 425-5. ADVANCED PLANT PHYSIOLOGY I. Water relations, mineral nutrients, and colloidal phenomena in plants. Laboratory. Prerequisites: 101 or 102, 202, 310, 320. Desirable antecedents: year of chemistry, some physics.
- 426A-3. BIOCHEMISTRY AND PHYSIOLOGY OF MICROORGANISMS. (Same as Microbiology 425.) 3 hours lecture. Prerequisites: Microbiology 201 and organic chemistry.
- 426B-2. BIOCHEMISTRY AND PHYSIOLOGY OF MICROORGANISMS. (Same as Microbiology 426.) 4 hours laboratory.
- 430-5. ADVANCED PLANT PHYSIOLOGY II. Photosynthesis, plant pigments, plant foods, enzymes, respiration, growth, and movement. Laboratory. Prerequisites: 101 or 102, 202, 310, 320. Desirable antecedents: year of chemistry, some physics.
- 440-4. ECOLOGY OF GRASSES AND GRASSLANDS. Structure, analysis, and dynamics of grassland communities; structure and growth of individual species. Field and laboratory work, approximate cost \$5.00. Prerequisite: 340 or consent of instructor.
- 450-3. PLANT GEOGRAPHY. A world survey of natural areas of vegetation. Evolution of floras and present distribution. Prerequisites: 101 or 102, 202, 203, or consent of instructor.
- 451-5. INTRODUCTION TO FLORISTICS. Principles involved and methods

used in the analysis of the flora of an area. Prerequisite: 203 or consent of instructor.

455-4. MEDICAL MYCOLOGY. Fungi which are responsible for infection of man and animals. Problems of classification, identification, isolation, and activity of these fungi. Prerequisites: 405, Microbiology 100 or consent of instructor.

470A-3. METHODS IN BIOLOGY. (Same as Zoology 470A.) Methods, objectives, types of courses. Laboratory and field trips. Prerequisite: major in botany or zoology.

470B-3. RESEARCH FOR BIOLOGY TEACHERS. (Same as Zoology 470B-3, Physiology 470B-3.) An experience in research in the biological sciences. To be assigned by the chairmen of various departments. To be completed in one term or one year.

480-4. CLASSIC PRINCIPLES OF BOTANY. Theories, principles, and developments in the various divisions of the plant sciences. Prerequisites: 101 or 102, 131, or 350, or consent of instructor.

Courses on the 500 level are for graduate students only.

501-4. PLANT BIOLOGY FOR HIGH SCHOOL TEACHERS. Field work is required. The principles of plant biology are illustrated in the field. Emphasis is placed on the relation of the plant to the environment. Two lectures and two laboratories per week. Open to all graduate students. Prerequisite: one year of biological science.

502-2. RECENT DEVELOPMENTS IN BIOLOGICAL SCIENCES. (Same as Zoology 502.) A series of lectures based upon recent research, designed to acquaint the teacher with advances and changes in concepts. Prerequisite: one year of biological science.

503-5. ADVANCED TAXONOMY. Methods for delimitation and diagnosis of plant populations. Plants, both native and cultivated, may be studied at any level in the taxonomic structure. Prerequisite: 403 or consent of instructor.

510-5. BIO-ECOLOGY. (Same as Zoology 510.) Composition and development of biotic communities, and the relationships of plants and animals to their environment. Prerequisite: approval of department. Laboratory and field trips, approximate cost \$10-\$20.

520-5. PHYSIOLOGY OF THE FUNGI. Environmental and nutritional factors involved in the growth, reproduction, and metabolism of the fungi. Prerequisite: consent of instructor.

522. ADVANCED HISTOLOGICAL TECHNIQUE. Preparation and presentation of research materials. Laboratory work only. Prerequisite: approval of department. Credit on work completed.

525-5. CYTOLOGY. Microscopical study of protoplasm, including mitosis and meiosis; discussions of cytological behavior. Laboratory. Prerequisite: consent of instructor.

533-3 to 4. PHYSIOLOGY OF GROWTH. External and internal factors as they affect development and growth of plants, photoperiodism, and the role of growth-promoting substances. 1 hour to be arranged. Prerequisite: 320 or consent of instructor.

540-5. ECOLOGY OF FORESTS AND ARABLE LANDS. Ecology of forests

- and arable lands; studies in secondary succession. Field trips, approximate cost \$10. Prerequisite: 340 or equivalent.
- 551-4. THE NATURAL VEGETATION OF THE CENTRAL MISSISSIPPI BASIN. Floristic studies of the vegetation which occurs in the central basin of the Mississippi River. Prerequisite: 451 or consent of instructor.
- 570-2 to 5. READINGS.
- 580-1 to 4. SEMINAR. To be taken by all graduate students. Course will be modified to meet the needs of the students enrolled.
- 590-2 to 4. INTRODUCTION TO RESEARCH. Methods of presentation of research materials, including written reports, graphs, photographs, bibliographies.
- 591-3 to 9. RESEARCH. Assignments involving research and individual problems. Prerequisite: approval of department. Students to register for not fewer than 3 hours per quarter nor more than 3 quarters.
- 599-3 to 9. THESIS. Work involved in the research for and presentation of a thesis. Not more than 9 hours nor fewer than 5 hours will be allowed on thesis work. Student advised to take no more than 3 hours per quarter. Before applying for the full 9 hours, students should check the total hours in 591 and 599, which cannot exceed 15 hours to be applied toward the master's degree.

## CHEMISTRY

Professor Talbert Ward Abbott, Ph.D. (Illinois)	1928
Professor Roger E. Beyler, Ph.D. (Illinois)	1959
Professor Elbert H. Hadley, Ph.D. (Duke)	1947
Professor J. W. Neckers, Ph.D. (Illinois), Chairman	1927
Professor Robert A. Scott, Ph.D. (Illinois)	1923
Professor Kenneth Van Lente, Ph.D. (Michigan)	1931
Associate Professor Robert E. Van Atta, Ph.D. (Pennsylvania State)	1954
Assistant Professor Wilbur N. Moulton, Ph.D. (Minnesota)	1956
Assistant Professor Boris Musulin, Ph.D. (Northwestern)	1956
Assistant Professor Douglas E. Sellers, Ph.D. (Kansas State)	1958
Assistant Professor Russell F. Trimble, Jr., Ph.D. (Massachusetts Institute of Technology)	1954
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Adjunct Professor Eugene Miller, Ph.D. (Delaware)	1959
Lecturer Charles K. Evans, M.A. (Southern Illinois)	1956-60

The following minimum requirements for chemistry majors will be initiated with the class of 1961 and subsequent classes, and wherever possible for preceding classes in addition to the general degree and College of Liberal Arts and Sciences requirements.

For the Bachelor of Arts degree and meeting American Chemical Society requirements: A minimum of sixty-seven hours including: 111, 112, 113; 221; 341, 342, 343; 331; 375; 461, 462, 463; 411; 432, 433, 446; 490 (total of 64 hours); plus at least one course from the following group: 412, 447, 451-452, 471.

For the Bachelor of Arts degree in the College of Liberal Arts and Sciences: A minimum of forty-eight hours including: 111, 112, 113; 221, 305 and 306, or 341, 342, 343; 331, 375, 460, or 461, 462, and 463; 432; 490; plus, if necessary, courses selected from the following list to total forty-eight hours: 350, 411, 412, 433, 446, 447, 451-452, 471.

For the Bachelor of Science in Education degree in the College of Education: A minimum of thirty-six hours including: 111, 112, 113; 221, 305 and 306, or 341, 342, 343; 331; 375; 460; plus, if necessary, courses selected from the following list to total thirty-six hours: 350, 411, 412, 432, 433, 446, 447, 451-452, 471, 490.

A student majoring in chemistry must maintain a 3.0 average in chemistry courses for admission to any chemistry courses beyond the freshman level.

A minimum of twenty-four hours of chemistry is required for a minor including 111, 112, and at least one course from each of two of the following fields: analytical chemistry, biological chemistry, organic chemistry. Some chemistry course sequences constituting acceptable minors are: 111, 112, 113 plus one of the following sequences: 235 and 240; or 221, 305, 306; or 221, 240, 350; or 230, 240, 350; or 305, 306, 350; or 235, 305, 306; or 235, 305, 306, 350. Another acceptable sequence is 111, 112, 230, 305, 306, 350.

A student desiring to graduate with a Bachelor of Arts degree with a major in chemistry as approved by the American Chemical Society should contact the chemistry department for a recommended curriculum outline covering his four years of study.

## *COURSE DESCRIPTIONS*

(Chemistry service courses for non-chemistry majors are listed immediately after the 500-level courses.)

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

111-5, 112-5. CHEMICAL PRINCIPLES AND INORGANIC CHEMISTRY. Required for engineering students and all students requiring more than one year of chemistry. 3 lecture, 1 quiz, and 4 laboratory hours per week. High school chemistry is not a prerequisite.

- 113-5. INORGANIC AND QUALITATIVE ANALYSIS. 2 lecture, 1 quiz, and 6 laboratory hours per week. Prerequisite: 112.
- 221-3. QUALITATIVE ANALYSIS. 2 lecture and 3 laboratory hours per week. Prerequisite: 113 and knowledge of logarithms.
- 235-5. GENERAL QUANTITATIVE ANALYSIS. A course particularly for pre-professional students. 3 lecture and 6 laboratory hours per week. Prerequisite: 113 and knowledge of logarithms.
- 305-4. ORGANIC CHEMISTRY. A course for chemistry minors and pre-professional students. 3 lecture and 3 laboratory hours per week. Prerequisite: 112.
- 306-4. ORGANIC CHEMISTRY. 2 lecture and 6 laboratory hours per week. Prerequisite: 305.
- 331-3. INTRODUCTORY QUANTITATIVE ANALYSIS. 2 lecture and 3 laboratory hours per week. Prerequisite: 221.
- 341-4. ORGANIC CHEMISTRY. 3 lecture and 3 laboratory hours per week. Prerequisite: 113.
- 342-5, 343-5. ORGANIC CHEMISTRY. 3 lecture and 6 laboratory hours per week. Prerequisite: 341.
- 375-0 to 1. SENIOR SEMINAR. Required for Senior Chemistry majors.
- 401-3. GENERAL AND INORGANIC CHEMISTRY—REFRESHER. Prerequisite: one year of college chemistry or equivalent. Not to be counted toward chemistry major or minor.
- 403-3 to 5. ANALYTICAL CHEMISTRY-REFRESHER. A condensed introduction to or review of analytical chemistry. Aspects of both qualitative and quantitative analysis will be included. 3 lectures and 2 optional laboratory periods per week. Prerequisite: 1 year of college chemistry.
- 404-3. ORGANIC CHEMISTRY—REFRESHER. Prerequisite: one year of college chemistry or equivalent. Not to be counted toward chemistry major or minor.
- 408-4. MODERN CHEMISTRY. A review of chemical principles, including chemical bonds and equilibrium, and some organic compounds. Prerequisite: 1 year of chemistry. Not open to majors or minors in chemistry.
- 409-5. MODERN CHEMISTRY. A continuation of 408. Includes chemical bonding and reactions, with some descriptive inorganic chemistry. Prerequisite: 1 year of chemistry. Not open to majors or minors in chemistry.
- 411-3. INTERMEDIATE INORGANIC CHEMISTRY. Modern inorganic chemistry involving atomic structure, chemical bonds, complexes, and chelate structures; chemistry of familiar and less familiar elements. 3 lecture hours per week. Prerequisites: 331, 306 or 343.
- 412-4. INORGANIC PREPARATIONS. A study of several important types of inorganic syntheses. 1 lecture and 6 laboratory hours per week. Prerequisites: 331, 306 or 343.
- 432-4. INSTRUMENTAL ANALYTICAL TECHNIQUES. Theory and practice of common instrumental analytical measurements. 2 lecture and 6 laboratory hours per week. Prerequisites: 331, 306 or 343, and one year of physics.
- 433-4. INTERMEDIATE QUANTITATIVE ANALYSIS. A comprehensive study of complex methods of analysis, with emphasis on separations. 2 lecture and 6 laboratory hours per week. Prerequisite: 460 or 462.
- 446-4. QUALITATIVE ORGANIC CHEMISTRY. A systematic study of the separation and identification of organic compounds by a procedure

- based on solubility and classification reagents. 2 lecture and 6 laboratory hours per week. Prerequisite: 306 or 343.
- 447-3. QUANTITATIVE ORGANIC ANALYSIS. The determination of functional groups and elements commonly found in organic compounds by selected methods of analysis; illustration of general method of procedure in the field of quantitative organic chemistry. 1 lecture and 6 laboratory hours per week. Prerequisite: 306 or 343, 235 or 331.
- 451-4. BIOCHEMISTRY. Carbohydrates, fats and related substances, proteins and amino acids, enzymes, digestion, absorption, and detoxication. 3 lecture and 3 laboratory hours per week. Prerequisite: 460 or 462.
- 452-4. BIOCHEMISTRY. The blood and lymph; acid-base regulation; metabolism of carbohydrates, lipids, and proteins; urine; calorimetry and energy metabolism; nutrition and vitamins; and hormones. Analysis of blood and urine. 3 lecture and 3 laboratory hours per week. Prerequisite: 451.
- 460-5. THEORETICAL CHEMISTRY. A one-quarter course on the traditional aspects of physical chemistry without the requirement of calculus. 4 lecture and 3 laboratory hours per week. Prerequisites: 331, 306 or 343, and one year of physics or consent of instructor.
- 461-4. PHYSICAL CHEMISTRY. Gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria. 3 lecture and 3 laboratory hours per week. Prerequisites: 331 (may be taken concurrently), 343, twelve hours of physics, and one year of calculus.
- 462-4. PHYSICAL CHEMISTRY. A continuation of 461, including chemical kinetics, electrical conductance, electromotive force, and electrolytic equilibrium. 3 lecture and 3 laboratory hours per week. Prerequisite: 461.
- 463-4. PHYSICAL CHEMISTRY. A continuation of 462, including chemical thermodynamics, the quantum theory, nuclear structure, photochemistry, atomic and molecular structure. 3 lecture and 3 laboratory hours per week. Prerequisite: 462.
- 471-3. INDUSTRIAL CHEMISTRY. A survey course on modern industrial chemistry and an introduction to chemical research processes. 3 lecture hours per week. Prerequisite: 306 or 343.
- 476-3. SPECIAL METHODS IN TEACHING CHEMISTRY. A course to help the teacher improve his presentation of chemistry, particularly the use of the year-long filmed chemistry series. Prerequisite: 1 year of public school chemistry teaching.
- 490-2. CHEMICAL LITERATURE. A description of the various sources of chemical information and the techniques for carrying out literature searches as well as an introduction to nomenclature. 2 lecture hours per week. Prerequisites: 331, 306 or 343, reading knowledge of German or consent of instructor.
- 496-2 to 6. CHEMICAL PROBLEMS. Investigation of relatively simple problems under the direction of a staff member. Prerequisites: senior standing, major in chemistry with 4.0 average, and consent of department.

Courses on the 500 level are for graduate students only.

- 511-3. ADVANCED INORGANIC CHEMISTRY. A theoretical and empirical treatment of chemical bonding and molecular structure. Lecture. Prerequisite: 460 or 461.
- 512-3. ADVANCED INORGANIC CHEMISTRY. A systematic consideration of

- the chemistry of the elements, including special topics such as non-aqueous solvent systems, inorganic stereochemistry, and silicon analogues of organic compounds. Lecture. Prerequisite: 511.
- 513-3. ADVANCED INORGANIC CHEMISTRY. A continuation and extension of 512. Lecture. Prerequisite: 512.
- 531-3. THEORY OF QUANTITATIVE ANALYSIS. The phenomena utilized in analytical chemistry, with emphasis on separation, organic reagents, and complex methods. Lecture. Prerequisite: 433 or equivalent.
- 532-2 or 3. INSTRUMENTAL METHODS OF ANALYSIS. Theory and practice of instrumental measurements in analysis with emphasis on commercial samples and applications to research. Lecture and laboratory. Two credits only to students presenting credit in 432. Prerequisite: 460 or registration in 462.
- 533-3. INDUSTRIAL ANALYTICAL METHODS. Theory of analytical procedures and techniques, current industrial applications. Lecture. Prerequisite: 532.
- 541-3. ADVANCED ORGANIC CHEMISTRY. A survey of the important classes of organic compounds. Lecture. Prerequisite: 343.
- 542-3. ADVANCED ORGANIC CHEMISTRY. Descriptive and theoretical organic chemistry. Lecture. Prerequisite: 541.
- 543-3. ADVANCED ORGANIC CHEMISTRY. A continuation of 542. Lecture. Prerequisite: 542.
- 551-3, 552-3, 553-3. ADVANCED BIOCHEMISTRY. Content and prerequisites to be determined.
- 561-3. CHEMICAL THERMODYNAMICS. Basic methods and theories as applied to chemical problems. Lecture. Prerequisite: 463.
- 562-3. ATOMIC AND MOLECULAR STRUCTURE. A survey of basic principles in atomic spectroscopy, quantum chemistry, and statistical thermodynamics. Lecture. Prerequisites: 511, 561.
- 563-3. CHEMICAL KINETICS. Factors determining the rates of chemical reactions. Lecture. Prerequisite: 562.
- 575-1 to 3. GRADUATE SEMINAR. Advanced level talks presented and discussed by graduate students. Required for all graduate students.
- 576-3. GENERAL SEMINAR FOR TEACHING CHEMISTRY. Will include recent advances in chemistry, technology, and current problems in science education. Prerequisite: 1 year of public school chemistry teaching.
- 596-3 to 9. ADVANCED CHEMICAL PROBLEMS. Independent study and investigation in selected advanced fields under the supervision of a staff member. Prerequisite: consent of department chairman.
- 599-3 to 15. RESEARCH AND THESIS. Research in the several fields of chemistry. Prerequisite: consent of department chairman.

#### CHEMISTRY SERVICE COURSES

- 101-4. GENERAL CHEMISTRY. A survey course for students who wish only to satisfy the general education requirements in physical science. A terminal course and not for chemistry majors and minors or for agriculture, home economics, pre-medical, pre-engineering, and other students who require more than one term of chemistry. Composition and states of matter, valence, formulas and equations, solutions and elec-

trolytes; water, oxygen, carbon, sodium, and iron. Lecture and laboratory.  
102-4. GENERAL CHEMISTRY. A continuation of 101.

The following series of service courses is offered for the benefit of non-chemistry majors who require a condensed knowledge of various branches of chemistry for application in their major fields.

- 110-4. GENERAL AND INORGANIC CHEMISTRY. A survey course not open to engineering students or to students requiring more than four terms of chemistry. A brief introduction to the structure of the atom and chemical bonding; acids, bases, salts, and pH; and a study of the properties and reactions of some of the more common elements. 3 lecture and 3 laboratory hours per week.
- 230-4. GENERAL ANALYTICAL CHEMISTRY. A survey course in chemical analysis not open to chemistry majors. A brief introduction to various analytical methods. Qualitative and quantitative measurements, including gravimetry, volumimetry, colorimetry, and other techniques. 2 lecture and 6 laboratory hours per week. Prerequisite: 110 or 112.
- 240-4. ORGANIC CHEMISTRY. A survey course in organic chemistry not open to chemistry majors. A brief introduction to aliphatic and aromatic compounds with emphasis on those of biological importance. 3 lecture and 3 laboratory hours per week. Prerequisite: 110 or 112.
- 350-4. BIOLOGICAL CHEMISTRY. A brief introduction to metabolism, nutrition, and the chemistry of the important biological processes in plants and animals. 3 lecture and 3 laboratory hours per week. Prerequisite: 240 or 306 or 343.

## ECONOMICS

The Department of Economics, located in the School of Business, offers a major or minor in the College of Liberal Arts and Sciences. This bulletin gives curriculum details for the economics major or minor in this college. A listing of economics courses may be found in the School of Business Bulletin.

Students majoring in economics are to select a field of specialization from one of the following: 1. general economics, 2. international trade, 3. labor, 4. public finance, 5. economic theory.

Required courses constituting a major in economics with a specialization in fields listed below:

1. General economics: Economics 205, 206, 307, 310, 315, 317, 328, 330, 418, 440, 450, 470, 481; Accounting 250; Mathematics 106c and 111.
2. International trade: Economics 205, 206, 307, 310, 315, 317, 328, 416, 418, 429, 460, 470, 481; Accounting 250; Government 370 and 375; Mathematics 106c and 111.
3. Labor: Economics 205, 206, 307, 310, 315, 317, 330, 411, 436, 470;

Psychology 201, 315; Sociology 101, 338; Accounting 250; Mathematics 106c and 111.

4. Public finance: Economics 205, 206, 307, 310, 315, 317, 328, 330, 331, 340, 416, 432, 440, 451, 470; Accounting 250; Government 360; Mathematics 106c and 111.

5. Economic theory: Economics 205, 206, 307, 315, 317, 328, 330, 416, 429, 440, 450, 451, 465, 470; Accounting 250; Mathematics 106c and 111.

It is recommended that a student select his electives from the social studies and/or mathematics.

Required courses constituting a minor in economics are: Economics 205, 206, 307, 315, 317, and 310 or 328 or 330; Accounting 250.

## ENGLISH

Professor James G. Benziger, Ph.D. (Princeton)	1950
Professor E. C. Coleman, Ph.D. (Illinois)	1946
Professor Robert D. Faner, Ph.D. (Pennsylvania)	1930
Professor Jesse W. Harris, Ph.D. (Illinois)	1939
Professor Harry T. Moore, Ph.D. (Boston)	1957
Professor W. B. Schneider, Ph.D. (Chicago), Chairman	1936
Professor Charles D. Tenney, Ph.D. (Oregon)	1931
Professor Georgia Gantt Winn, Ph.D. (Pittsburgh)	1947
Associate Professor Frances M. Barbour, M.A. (Washington University)	1925
Associate Professor Edith S. Krappe, Ph.D. (Pennsylvania)	1929
Associate Professor William E. Simeone, Ph.D. (Pennsylvania)	1950
Associate Professor E. Earle Stibitz, Ph.D. (Michigan)	1952
Assistant Professor Julia M. Barber, A.M. (Illinois), Emerita (1957)	1936
Assistant Professor Charles S. Blinderman, Ph.D. (Indiana)	1956
Assistant Professor Winifred Burns, A.M. (Illinois)	1939
Assistant Professor G. C. Camp, Ph.D. (Illinois)	1947
Assistant Professor Daniel Cook, Ph.D. (California)	1957
Assistant Professor Elizabeth A. Cox, A.M. (Kansas), Emerita (1949)	1920
Assistant Professor Fred K. Lingle, A.M. (Illinois)	1948
Assistant Professor Robert B. Partlow, Jr., Ph.D. (Harvard)	1957
Assistant Professor Walter F. Staton, Jr., Ph.D. (Pennsylvania)	1955
Assistant Professor Frederick I. Tietze, Ph.D. (Wisconsin)	1957-58
Assistant Professor Howard W. Webb, Jr., Ph.D. (Iowa)	1956
Instructor Martha M. Clark, M.A. (Southern Illinois)	1953

Instructor Charles T. Crowe, M.A. (Southern Illinois)	1958
Instructor Diana L. Dodd, M.A. (Southern Illinois)	1955
Instructor Betty Lou H. Mitchell, M.A. (Southern Illinois)	1949
Instructor Edna Travis, M.S. in Education (Southern Illinois)	1948
Instructor William Joseph Vogt, M.A. (Southern Illinois)	1956-59

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Visiting Professor Thomas W. Baldwin, Ph.D. (Princeton)	1958-60
Lecturer Leon Bennett, M.A. (Southern Illinois)	1959-60
Lecturer Evelyn Tripp Berdahl, M.A. (Chicago)	1958-60
Lecturer Thomas E. Cassidy, M.A. (Notre Dame)	1958-60
Lecturer Mary D. Cohen, M.A. (Southern Illinois)	1959-60
Lecturer William Howard Cohen, M.A. (Florida)	1956-60
Lecturer Joanne R. Fields, M.A. (Southern Illinois)	1956-60
Lecturer Roger D. Forseth, Ph.D. (Northwestern)	1957-60
Lecturer Frances Tapella Huff, M.A. (Southern Illinois)	1954-60
Lecturer Bettie Shull Hughes, M.A. (Missouri)	1958-60
Lecturer Charlotte A. Koomjohn, M.A. (Miami University)	1956-60
Lecturer John Joseph Leonard, M.A. (Iowa)	1959-60
Lecturer Carl Lutes, M.A. (Columbia; Southern Illinois)	1959-60
Lecturer Charlotte McLeod, M.A. (Southern Illinois)	1959-60
Lecturer John Joseph McCall, Ph.D. (Florida State)	1957-60
Lecturer Emerson R. Marks, Ph.D. (New York)	1956-57
Lecturer Paul Marx, M.F.A. (Iowa)	1957-60
Lecturer Peter John Notaras, M.Ed. (Illinois)	1957-60
Lecturer James Harris Olander, M.A. (Wisconsin)	1959-60
Lecturer Richard Wayne Peck, M.A. (Southern Illinois)	1959-60
Lecturer Roy Glenwood Pickett, Ph.D. (Iowa)	1957-60
Lecturer Raymond S. Rainbow, Jr., A.M. (Chicago)	1949-60
Lecturer Mary C. Simon, M.A. (Illinois)	1959-60
Lecturer Elizabeth Anne West, B.Ed. (Southern Illinois)	1958-60
Lecturer Muriel West, Ph.D. (Arkansas)	1957-60
Lecturer Michael W. Boatman, M.A. (Montreal)	1956-58
Lecturer Robert W. Clarke, M.A. (Southern Illinois)	1957-58
Lecturer Lucille S. Cobb, Ph.D. (Washington University)	1957-58
Lecturer Sandra Anne Hollander, M.A. (Chicago)	1958-59
Lecturer Eugene J. Kasper, M.A. (Chicago)	1957-58
Lecturer Barbara Lubotsky, M.A. (Chicago)	1957-58
Lecturer Daniel L. McDonald, M.S. (Wisconsin)	1957-59
Lecturer Irene McDonald, M.A. (Wisconsin)	1958-59
Lecturer Mary Louise Pitlick, M.A. (Marquette)	1957-59
Lecturer Peter B. Walsh, M.A. (Iowa State)	1956-59

Lecturer C. Clarkson White, M.A. (Southern Illinois)	1956-59
Lecturer Richard R. Wright, M.A. (Southern Illinois)	1956-58
Lecturer Gregory Ziegelmaier, M.A. (Wisconsin)	1958-60
Lecturer Lewis J. Hilliard, M.A. (Southern Illinois)	1959-60

The English major is forty-eight hours. Fifteen of these are represented by 101, 102, 103, and by two courses from the 200 series. The major should have 205 from this series, and elect at least one other. The major should also complete as soon as possible the general degree requirements and the College of Liberal Arts and Sciences requirements.

In the junior year the major should have the three-quarter sequence, 302, 316, 317; American Literature 309, and English 300. The latter is a prerequisite to student teaching for English majors and minors. The remaining junior-senior courses should be chosen so that they include at least one course in each of the seven groups listed here:

Poetry: 320, 321, 330, 370, 405.

Drama: 360, 361, 362, 365, 366, 463, 464.

Fiction: 308, 335, 354, 355, 356, 457, 458.

The Elizabethan age: 360, 365, 366, 424.

The seventeenth-eighteenth century period: 314, 315, 354, 361, 370.

The nineteenth century: 320, 321, 308, 326, 355, 431.

The twentieth century: 330, 335, 356, 405, 406, 408, 463, 464.

This minimum major should be supplemented in various ways by adding: period surveys like 314, 315; advanced composition 390, 392, 492, 493; language studies 301, 400, 403; criticism 407, 467, 468, 469; teaching English 485; membership in the English Club; and supplementary reading. It is required that the major have at least one year of foreign language, preferably German or French. Two years would be more meaningful.

The major should consult the department chairman as soon as he knows that he will major in English, and should thereafter have his advance registration approved by the chairman each quarter. Deviations from the generally prescribed major requirements should not be made without prior approval.

The English minor is twenty-four hours, prescribed as follows: from freshman work, 2 hours; from sophomore work, 6 hours; 300; 309; 302 and 316, or 316 and 317.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 101-3. 102-3, 103-3. COMPOSITION. Expository writing, with emphasis upon the sentence, organization, and the research paper. Prerequisite: 101 to 102, 102 to 103.
- 105-3 to 6. ENGLISH AS A FOREIGN LANGUAGE. Open to foreign students only. Maximum of 3 hours to be earned per quarter; graduate students receive no credit.
- 205-3. INTRODUCTION TO POETRY. Emphasis on technique, type, and period.
- 206-3. INTRODUCTION TO DRAMA. The form, artistry, and ideas of various plays from most of the notable literary periods. Approximately twenty plays read.
- 209-3. INTRODUCTION TO WORLD LITERATURE. A reading of masterpieces of European literature of various periods to the Renaissance.
- 211-3. INTRODUCTION TO FICTION. An examination of the novel; designed to acquaint the student with the important aspects of artistic excellence in this form.
- 212-3. INTRODUCTION TO MODERN LITERATURE. Principal forms, ideas, and writers of the literature of America and England in the twentieth century. Especially recommended to majors in other fields than English.
- 300-4. PRINCIPLES OF ENGLISH GRAMMAR. Required of majors and minors in English. Majors and minors other than in English should take English 391. Credit not allowed for both courses.
- 301-3. INTRODUCTION TO SEMANTICS. The nature of language, the emotional and intellectual content; breaking down linguistic naivete, and developing a consciousness of the motives in the use of language.
- 302-4. ENGLISH LITERATURE TO 1550. Required of English majors.
- 308-4. AMERICAN NOVEL. Emphasis on Cooper, Hawthorne, Melville, Twain, James, Dreiser, and Crane.
- 309-4. A SURVEY OF AMERICAN LITERATURE TO 1860.
- 310-4. A SURVEY OF AMERICAN LITERATURE SINCE 1860.
- 312-3. FOLKLORE. A study of the types of folklore, and wide reading in the field. Students expected to collect and classify examples from local lore.
- 314-4. SEVENTEENTH-CENTURY LITERATURE.
- 315-4. EIGHTEENTH-CENTURY LITERATURE.
- 316-4. ENGLISH LITERATURE, 1550 to 1750. Required of majors.
- 317-4. ENGLISH LITERATURE AFTER 1750. Required of majors.
- 320-4. ENGLISH ROMANTIC POETRY, 1780 to 1830.
- 321-4. VICTORIAN POETRY, 1830 to 1880.
- 326-4. NINETEENTH-CENTURY PROSE. English non-fiction prose of the last century.
- 330-4. MODERN BRITISH POETRY.
- 335-4. THE SHORT STORY.
- 354-4. DEVELOPMENT OF THE ENGLISH NOVEL. From Defoe through Scott.
- 355-4. THE VICTORIAN NOVEL.
- 356-4. THE NOVEL SINCE 1900. Novelists of various nations. Recommended for students not majoring in English.
- 360-4. ENGLISH DRAMA TO 1642.

- 361-4. RESTORATION AND EIGHTEENTH-CENTURY DRAMA.
- 362-4. THE DEVELOPMENT OF TRAGIC DRAMA FROM AESCHYLUS TO THE PRESENT TIME. Principal tragic dramas and the shifting conceptions of tragic form and matter in the various ages.
- 365-4. SHAKESPEARE. The chief comedies and histories.
- 366-4. SHAKESPEARE. The chief tragedies.
- 369-4. HISTORY OF LITERARY CRITICISM. The ideas and techniques of criticism, from Aristotle to the end of the nineteenth century.
- 370-4. MILTON.
- 377-4. COMPARATIVE LITERATURE, TWENTIETH CENTURY. Fiction, poetry, and drama, chiefly from the literatures of continental Europe.
- 378-4. COMPARATIVE LITERATURE TO THE RENAISSANCE. Readings from translations of Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Vergil, Terence, Dante, and others.
- 379-4. COMPARATIVE LITERATURE FROM THE RENAISSANCE TO 1900. Readings in translations from Rabelais, Cervantes, Voltaire, Rousseau, Goethe, Heine, Turgenev, Dostoyevsky, and others.
- 390-3. ADVANCED COMPOSITION. Expository writing.
- 391-3. USAGE IN SPOKEN AND WRITTEN ENGLISH. The essentials of grammar and the "common decencies." Prerequisite to student teaching, except for English majors and minors, who take 300.
- 392-3. PROFESSIONAL WRITING I. Introductory course for undergraduates. Prerequisite to 492, but credit for the course does not constitute automatic admission to 492. Prerequisite: consent of instructor.
- 400-4. STRUCTURAL LINGUISTICS. An analysis of the structure of modern English, to supplement the student's traditional approach to grammar with a knowledge of the contemporary structural approach to language.
- 402-4. CHAUCER.
- 403-4. THE ENGLISH LANGUAGE. A history. Knowledge of German a desirable preparation for the course.
- 405-4. MODERN AMERICAN POETRY. The important poets since Whitman.
- 406-4. AMERICAN DRAMA. The rise of the theater in America, with reading of plays, chiefly modern.
- 407-4. LITERARY CRITICISM IN THE UNITED STATES.
- 408-4. INTELLECTUAL BACKGROUND OF AMERICAN LITERATURE. The relationship of basic ideas in America to American literature. Prerequisite: 309 or 310.
- 424-4. ENGLISH RENAISSANCE. Non-dramatic literature.
- 431-4. THE EIGHTEEN-NINETIES. Studies of English authors of the 1890's.
- 457-4. CONTEMPORARY BRITISH FICTION. Outstanding figures, influences, and trends in the British novel and short story since 1914.
- 458-4. CONTEMPORARY AMERICAN FICTION. Trends and techniques in the American novel and short story since 1914.
- 463-4. MODERN BRITISH DRAMA.
- 464-4. MODERN CONTINENTAL DRAMA. A survey of the continental drama of Europe since 1870; representative plays of Scandinavia, Russia, Germany, France, Italy, Spain, and Portugal.
- 467-4. STUDIES IN PROSE STYLE. Analysis of the methods and devices used by prose writers to obtain aesthetic and emotional effects.
- 468-4. AESTHETICS OF LITERATURE. The basic principles of literary composition and appreciation, in the light of recent aesthetic theory.

- 469-4. MODERN CRITICISM. Recent critics and critical attitudes, and practice in writing criticism.
- 485-4. PROBLEMS IN THE TEACHING OF ENGLISH. Aims, methods, materials, tests, programs, and other aspects of English instruction in the high school.
- 486-2 to 8. WORKSHOP IN HIGH SCHOOL ENGLISH. Intensive workshop study in lectures, laboratory, conferences, to arrive at agreement on the teaching of English in high school. Curriculum, materials, methods, aims. Directed by competent authorities in the field.
- 487-2 to 8. WORKSHOP IN JUNIOR HIGH SCHOOL ENGLISH. Intensive workshop study in lectures, laboratory, conferences, to arrive at agreement on the teaching of English in junior high school. Curriculum, materials, methods, aims. Directed by competent authorities in the field.
- 492-4. PROFESSIONAL WRITING II. Prerequisites: 392 and/or approval of instructor.
- 493-4. PROFESSIONAL WRITING III. Prerequisites: 492 and approval of instructor.
- 499-2 to 6. READINGS IN ENGLISH. For English majors only. Departmental approval required. No more than 4 hours may be taken in any one quarter.

Courses on the 500 level are for graduate students only.

- 500-2. MATERIALS AND METHODS OF RESEARCH IN ENGLISH. The principal tools of literary scholarship and the more important studies and journals. Practice in the preparation of selective bibliographies and scholarly reports.
- 501, 502, 503, 504, 505-4 to 8. INDIVIDUAL AMERICAN WRITERS. Each course the intensive study of an American author selected for that term.
- 506-4. OLD ENGLISH GRAMMAR. Old English grammar and readings. Credit for this course allowed only if the student also takes 516.
- 507-3. MEDIEVAL ROMANCES IN ENGLISH.
- 508-4. THE RISE OF REALISM IN AMERICAN FICTION. Extensive reading in American literature after the Civil War.
- 510-4. SEMINAR. Chaucer: *Troilus and Criseyde* and the minor poems.
- 511-4. SEMINAR IN MIDDLE ENGLISH LITERATURE.
- 512-4. PROBLEMS IN MIDDLE ENGLISH LITERATURE. Piers Plowman, Wycliff's tracts, Chaucerian and other works of the fourteenth century. Prerequisite: 403, History 322.
- 514-4. PROBLEMS IN SEVENTEENTH-CENTURY LITERATURE.
- 515-4. DR. JOHNSON AND HIS CIRCLE. Personalities, critical attitudes, philosophies, politics, manners and customs, the development of Romanticism.
- 516-4. BEOWULF. Prerequisite: 506.
- 517-4. THE METAPHYSICAL POETS. Donne, Herbert, Crashaw, Vaughan, and Traherne; their place in English poetry, their similarity to twentieth-century poets.
- 520-4. THE ENGLISH ROMANTIC MOVEMENT.
- 521, 522, 523, 524, 525-4 to 8. INDIVIDUAL ENGLISH WRITERS. Each course the intensive study of an English author selected for that term.
- 526-4 to 8. STUDIES IN THE VICTORIAN ESSAY. Non-fiction prose of mid-nineteenth-century England.

- 540-4. THE ESSAY. The development of the essay from Sir Francis Bacon to the present.
- 545-4. THE EPIC. Epic poetry and its influence.
- 554-4. EIGHTEENTH-CENTURY ENGLISH NOVELS. The origins of the novel and its relation to other types of literature; the development of the novel through the eighteenth century; the early novel as an art form and a social instrument.
- 555, 557-4. STUDIES IN THE VICTORIAN NOVEL. Reading, research, and reports. The first course to extend to about 1860; the second, to 1900.
- 560-4. ELIZABETHAN DRAMA.
- 561-4. THE RESTORATION AND EIGHTEENTH-CENTURY DRAMA. English drama from the Restoration to 1800.
- 562-4. THE DEVELOPMENT OF THE TRAGIC DRAMA FROM AESCHYLUS TO THE PRESENT TIME.
- 566-4. SHAKESPEARE. A review of the works of Shakespeare, extensive work in the Shakespeare scholarship.
- 577-4. NATURALISM IN THE NOVEL AND THE DRAMA. Philosophical and literary naturalism, from the late nineteenth century to the present.
- 580-4. TRADITIONAL THEMES IN LITERATURE. Persistent themes and legends in literature—King Arthur, Faust, Utopia, and the like.
- 599-2 to 9. THESIS.

## FOREIGN LANGUAGES

Professor Albert William Bork, Doctor en Letras (National University of Mexico)	1958
Professor Boyd G. Carter, Ph.D. (Illinois)	1959
Professor J. Cary Davis, Ph.D. (Chicago)	1930
Professor Hellmut A. Hartwig, Ph.D. (Illinois)	1948
Professor Vera L. Peacock, Ph.D. (Cornell), Chairman	1930
Associate Professor Mary Eileen Barry, Ph.D. (Chicago)	1946
Associate Professor Madeleine M. Smith, Ph.D. (Yale)	1929
Assistant Professor Helmut Liedloff, Ph.D. (Phillips University, Marburg, Germany)	1959
Assistant Professor A. K. Neufeld, A.M. (Kansas)	1945
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Lecturer Mildred A. Cohen, M.A. (Chicago)	1958-59
Lecturer Nelvin W. Heisner, M.A. (Southern Illinois)	1959-60

For a major in a language, a student in the College of Education must complete thirty-six hours exclusive of 101, 102, and 103; a student in the College of Liberal Arts and Sciences, forty-two hours, exclusive of 101, 102, and 103, in addition to general degree requirements. A forty-eight hour major is available in either college. At least one English and one

history course numbered 300 or above should supplement the language major. A minor consists of twenty-four hours of the language, exclusive of 101, 102, and 103.

Students taking work in any 101, 102, and 103 language series should note that 101 and 102 will not be counted as electives toward graduation unless 103 is also completed.

Reference is made here to two scholarships made available to students of this University by the Benjamin Franklin School, located in Lima, Peru. These scholarships pay tuition and fees for nine months at San Marcos University; room and board in the Benjamin Franklin School; opportunity to earn spending money during free time; and assistance in learning Spanish as a foreign language. Applicants will need to finance their own round trip transportation and participate in the English program of student teaching in the Benjamin Franklin School. Interested applicants should consult Professor J. Cary Davis of the Foreign Languages Department.

## *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

### GENERAL COURSES

- 140-2. LATIN AND GREEK ELEMENT IN ENGLISH I. Presentation in English contexts of Greek and Latin roots basic in modern technical and scientific vocabulary. No knowledge of the ancient languages required.
- 240-2. LATIN AND GREEK ELEMENT IN ENGLISH II. Similar to 140 but more advanced and introducing medical terms.
- 380-2. BASIC FOREIGN TERMS OF HOME ECONOMICS. A study of the pronunciation, derivation, and use of foreign terms commonly used in all departments of the School of Home Economics.
- 435-4 to 8. WORKSHOP IN ELEMENTARY SCHOOL FOREIGN LANGUAGE INSTRUCTION. Designed to assist elementary school teachers in integrating foreign languages into their teaching program as well as to encourage high school teachers to introduce or supervise foreign languages at the elementary school level. To count as education or foreign languages. Prerequisite: basic language credit.
- 445-2 to 8. SOUTH AMERICAN STUDY TOUR. Study tour of various South American countries. Tour preceded by required reading, lectures, and examination. Lectures by professors of universities in countries visited on topics of special interest in each country. Study of political, economic, social, historical, artistic, and geographic characteristics of these countries. Credit may be earned in foreign languages, or in a combination

of departments, as determined by consultation with department chairmen and the Latin American Institute. Final week on campus for completion of papers and reports. Prerequisite: advanced standing in major department.

#### FRENCH COURSES

- 101-3, 102-3, 103-3. ELEMENTARY COURSE. 101 open to students who have had no previous work in French. Prerequisite for 102: 101 or one year of high school French.
- 101c-1, 102c-1, 103c-1. FRENCH CONVERSATION. Courses in conversation and oral drill taken with 101, 102, 103 by students who wish additional oral training: elected only by students enrolled in the corresponding beginning sections.
- 151-3, 152-3, 153-3. INTERMEDIATE COMPOSITION AND READING. Grammar; composition, oral practice; rapid reading of modern authors. Prerequisite: 103 or two years of high school French.
- 220-2 to 6. FRENCH CONVERSATION. Conversation based largely on topics of current interest chosen from French newspapers and reviews.
- 301-3. THE FRENCH NOVEL OF THE EIGHTEENTH AND NINETEENTH CENTURIES. Lectures, collateral reading, and reports.
- 302-3. SEVENTEENTH AND EIGHTEENTH CENTURY DRAMA. Intensive study of Corneille, Racine, Moliere, Lesage, Voltaire, Marivaux, and Beaumarchais. Outside reading of minor dramatists.
- 303-3. FRENCH LYRIC POETRY. French versification; Romantic, Parnassian, and Symbolist schools; contemporary poets.
- 304-3. FRENCH CONTEMPORARY NOVEL. Study of the novel from 1889 to the present, with emphasis on the symbolistic, regional, psychological, and sociological novels. Detailed study of Proust or Gide.
- 305-3. FRENCH CONTEMPORARY DRAMA. Study of French drama from Dumas fils to the present, with emphasis on the *pièce à thèse*, the *théâtre libre*, symbolistic drama, and the drama of modern social problems.
- 311-4, 312-4, 313-4. SURVEY OF FRENCH LITERATURE. A study of the important currents of French literature from the beginning to the present time. One hour each week devoted to French composition. This series should follow immediately after 153. Prerequisite: 153.
- 340-2. FRENCH LITERATURE OF THE SIXTEENTH CENTURY. Rabelais, Montaigne, the memoir writers, Marot, the Pleiade, and d'Aubigny.
- 351-4. ADVANCED COMPOSITION. Rapid grammar review, study of idiomatic construction; weekly themes. Course conducted in French.
- 352-5. FRENCH CONVERSATION AND PHONETICS. A thorough study of the phonetic alphabet and the formation of French sounds. Course conducted in French.
- 353-4. ADVANCED COMPOSITION AND CONVERSATION. Oral and written composition of a practical nature for advanced students; intensive study of idiomatic expressions and current usage.
- 440-2. FRENCH POETRY OF THE RENAISSANCE. Development of French poetry from 1550 to 1600.

Courses on the 500 level are for graduate students only.

- 500-2. SEMINAR IN CONTEMPORARY FRENCH LITERATURE. Intensive

study of the "Roman fleuve" as exemplified in the works of Duhamel, Martin du Gard, and Romain.

- 501-2 to 6. SEMINAR ON A SELECTED FRENCH AUTHOR. Intensive study of one author—his life, his work, and his place in the literary and cultural developments of civilization. A. Balzac, B. Baudelaire, C. Molière, D. Montaigne, E. Proust.
- 509-4. FRENCH LITERATURE FROM 1800 to 1850. Romanticism in French literature and its relation to the general European Romantic movement.
- 510-4. FRENCH LITERATURE FROM 1850 TO 1900.
- 511-3. TWENTIETH-CENTURY FRENCH DRAMA. French drama from 1900 to the present.
- 520-4. GRADUATE COMPOSITION AND DICTION. Composition based on study of contemporary French authors; individual work in pronunciation and diction determined by entrance tests.
- 599-2 to 9. THESIS.

#### GERMAN COURSES

- 101-3, 102-3, 103-3. ELEMENTARY COURSE. 101 open to students who have had no previous work in German. Prerequisite for 102: 101 or one year of high school German.
- 101c-1, 102c-1, 103c-1. GERMAN CONVERSATION. Courses in conversation and oral drill taken with 101, 102, 103, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections.
- 151-3, 152-3, 153-3. INTERMEDIATE COURSE. Grammar review and expansion; reading in modern prose; conversation and composition. Two periods a week devoted to literature; and one to grammar and composition. Prerequisite: 103 or two years of high school German.
- 220-2 to 6. ADVANCED GERMAN CONVERSATION. Conversation based on topics of current interest. Extensive use of German newspapers, periodicals, and records. Prerequisite: permission of instructor.
- 251-4. SCIENTIFIC GERMAN. Study of vocabulary and sentence construction as found in German scientific writings. Prerequisite: 152 or equivalent.
- 301-4, 302-4. SURVEY OF GERMAN LITERATURE TO 1800. The historical development of German literature; lectures; reading of representative authors.
- 303-4. GERMAN "NOVELLE" IN THE NINETEENTH CENTURY. A study of representative work from 1800 to 1900, with emphasis on the literary movements of that time.
- 304-5. ADVANCED COMPOSITION AND CONVERSATION. Based on the history of German civilization. Required for prospective teachers of German.
- 311-4, 312-4. INTRODUCTION TO GERMAN CLASSICAL LITERATURE. Lessing, Goethe, Schiller. Reading and discussion of representative works.
- 313-4. GERMAN DRAMA IN THE NINETEENTH CENTURY. Kleist, Grillparzer, Hebbel. Reading and discussion of representative works.
- 401-2. GOETHE'S FAUST, PART I. The Faust legend and early Faust books and plays; the genesis of Goethe's Faust; reading of Part I. Lectures, reports.
- 402-2. GOETHE'S FAUST, PART II. Reading of Part II; study of symbolisms, such as Part II's blending of paganism with Christianity, ancient Greek

- culture with Germanic culture, Helen's Classicism with Faust's Romanticism. Lectures, reports.
- 403-3. GERMAN BALLADS AND LYRICS. A selective study of the foremost examples of German balladry and lyric poetry, ranging from the poetry of Klopstock and Bürger to that of Rilke and Werfel. Lectures, recitations.
- 411-3. MIDDLE HIGH GERMAN I. Grammar and selective readings in such national epic poems of the Middle High German Period as the *Nibelungen Lied* and *Gudrun*. Lectures, reports.
- 412-3. MIDDLE HIGH GERMAN II. The courtly epic poetry of such representative authors as Wolfram von Eschenbach, Gottfried van Strassburg, Hartmann von Aue, and the lyric poetry of Walther von der Vogelweide. Lectures, reports.

Courses on the 500 level are for graduate students only.

- 500-2. SEMINAR IN CONTEMPORARY GERMAN LITERATURE. Intensive study of the works of representative German authors, with special reference to the correlation existing between literary expression and social, economic, and political conditions since 1900. Lectures, outside readings, reports.
- 501-2. SEMINAR ON A SELECTED GERMAN AUTHOR. Intensive study of one author—his life, his work, and his place in the literary and cultural development of civilization. Lectures, outside readings, reports.
- 511-3 to 9. THESIS OR RESEARCH IN GERMAN LITERATURE. For students who are writing a thesis or making an advanced graduate study of some phase of German literature. Lectures, compilation of bibliographies, other research techniques, papers. 2 to 4 hours each quarter (maximum of 9 hours).
- 591-2 to 6. SEMINAR ON KANT. A selective study of the works of Immanuel Kant, with special emphasis on the influence exerted by Kantian philosophy on subsequent German literature. Course counted on a major in philosophy, subject to the consent of the Department of Philosophy. Lectures, outside readings, reports. 2 hours each quarter.

#### GREEK COURSES

- 101-4, 102-4, 103-4. ELEMENTARY COURSE. Grammar emphasized in the first quarter, and reading of an actual text begun in the second. The text selected, usually the New Testament.
- 151-4, 152-4, 153-4. INTERMEDIATE COURSE. Grammar review and composition. Readings from Plato. Prerequisite: 103.
- 301-4. INTRODUCTION TO GREEK HISTORY. Reading and discussion of selections from the histories of Herodotus and Thucydides.
- 302-4. PLATO. Reading and discussion of the *Republic*.
- 303-4. ARISTOTLE. Reading and discussion of the *Ethics*.
- 311-4, 312-4. INTRODUCTION TO HOMER. Reading and interpretation of selections from the *Iliad* and the *Odyssey*.
- 313-4. INTRODUCTION TO GREEK TRAGEDY. Reading of at least two plays from the works of Aeschylus, Sophocles, and Euripides.
- 320-3. SURVEY OF GREEK LITERATURE. Discussion of Greek literary

works and their influence on later literature. No knowledge of Greek required.

- 330-3. CLASSICAL MYTHOLOGY. Study of the classical myths and their literary value. No knowledge of Greek or Latin required.

#### LATIN COURSES

- 101-3, 102-3, 103-3. ELEMENTARY COURSE. 101 open to students who have had no previous work in Latin. Prerequisite for 102: 101 or one year of high school Latin.
- 151-4. INTERMEDIATE COMPOSITION. Useful for teachers and a convenient review for students. Prerequisite: 103 or two years of high school Latin.
- 152-4. CICERO'S ESSAYS. De Senectute and part of De Amicitia. Prerequisite: 103 or two years high school Latin.
- 153-4. LIVY. Books I and XXI. Prerequisite: 103 or two years of high school Latin.
- 226-4. OVID'S METAMORPHOSES.
- 301-4. CICERO'S LETTERS. Emphasis laid upon the history of the times and the personality of Cicero.
- 302-4. VERGIL'S ECLOGUES AND GEORGICS. Hexameter carefully studied. Vergil's spirit and contribution to Rome considered.
- 303-4. TACITUS. The Agricola and Germania.
- 304-2. PRIVATE LIFE OF THE ROMANS. Comprising a personal study of the average family; housing, food, and clothing; marriage, education, amusements, slaves, and freedom; means of livelihood; death and burial. Open to all students whether they have had Latin or not.
- 311-4. PHORMIO OF TERENCE. Prerequisite: 153 or equivalent.
- 312-4. HORACE'S ODES AND EPODES. Prerequisite: 153 or equivalent.
- 313-4. LETTERS OF PLINY. Prerequisite: 153 or equivalent.
- 320-3. LATIN LITERATURE IN TRANSLATION. Discussion of Latin literary works and their influence on later literature. No knowledge of Latin required.
- 335-4. VERGIL'S AENEID. Books VII-XII.
- 342-4. ADVANCED COMPOSITION. A careful study based on classic prose-writers.

#### PORTUGUESE COURSES

- 100-5. INTRODUCTORY COURSE. Especially for Spanish majors and minors. Prerequisite: Spanish 153 or consent of instructor.  
All five hours will count toward a Spanish major of forty-two hours or more. Three hours will count toward a Spanish minor, or a major of less than forty-two hours.

#### ROMANCE PHILOLOGY COURSES

- 410-4. ROMANCE PHILOLOGY I. A survey of the phonology, morphology, and syntax changes in Romance languages in general; special attention to developments in French and Spanish for majors in these fields. This course may be counted toward either a French or Spanish major.
- 514-4. ROMANCE PHILOLOGY II. Studies in syntax of Old French and Old Spanish, with special problems in the field of the student's major interest.
- 515-4. READINGS IN ROMANCE. Selected readings in the literature of Old

French and Old Spanish, with emphasis upon the student's major field. Prerequisite: 410 or equivalent.

- 516-4. ARTHURIAN ROMANCE. Intensive readings in the Arthurian Romances in the field of the student's major interest (French or Spanish) with reference to the genre as a whole. Prerequisite: 410 or equivalent.

#### RUSSIAN COURSES

- 101-3, 102-3, 103-3. ELEMENTARY COURSE. Pronunciation; reading of elementary texts; oral practice; composition.
- 101c-1, 102c-1, 103c-1. RUSSIAN CONVERSATION. Courses in conversation and oral drill, taken by students of 101, 102, 103 for additional practice; elected only by students enrolled in the corresponding beginning sections.
- 151-3, 152-3, 153-3. INTERMEDIATE COURSE. Reading of classical and modern narrative prose; oral practice and sight reading; advanced composition. Prerequisite: 103.
- 220-2 to 6. RUSSIAN CONVERSATION. Advanced conversation based on topics of current interest. Prerequisite: 103.
- 251-4. SCIENTIFIC RUSSIAN. Study of vocabulary and sentence constructions as found in Russian readings on popular sciences. Prerequisite: 103.
- 301-4, 302-4. THE RUSSIAN NOVEL IN THE NINETEENTH CENTURY.
- 311-4, 312-4. INTRODUCTION TO RUSSIAN CLASSICAL LITERATURE. Short stories of Gogol, Pushkin, Turgenev, Tolstoy, etc.
- 313-4. RUSSIAN DRAMA IN THE NINETEENTH CENTURY. Griboyedov, Gogol, Pushkin, and minor dramatists.

#### SPANISH COURSES

- 101-3, 102-3, 103-3. ELEMENTARY COURSE. 101 open to students who have had no previous work in Spanish. Prerequisite for 102: 101 or one year of high school Spanish.
- 101c-1, 102c-1, 103c-1. SPANISH CONVERSATION. Courses in conversation and oral drill to be taken with 101, 102, or 103, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections.
- 151-3, 152-3, 153-3. INTERMEDIATE COMPOSITION AND READING. Grammar review, composition, oral practice, rapid reading of modern authors. Prerequisite: 103 or two years of high school Spanish.
- 220-2 to 6. SPANISH CONVERSATION. Conversation based on topics of current interest. Extensive use of records for comparison and imitation.
- 301-3. SPANISH NOVEL OF THE NINETEENTH AND TWENTIETH CENTURIES. Study of representative novels and authors from the Regionalists to the present time.
- 302-3. SPANISH DRAMA OF THE EIGHTEENTH AND NINETEENTH CENTURIES. Reading of selected plays of the chief dramatists from Moratin to the generation of 1898.
- 311-4, 312-4, 313-4. SURVEY OF SPANISH LITERATURE. A survey, continuing to the present day. Lectures and reading of representative authors. Composition one day a week. This series should follow immediately after 153.
- 315-3. ARTE Y CULTURA. Conducted in Spanish. Informal class discussion of reports of students on present day topics relating to the life and interests

of Latin America and Spain; extensive use of films. Prerequisite: 220 or consent of instructor.

- 316-3. CIVILIZACION ESPANOLA. A study of the cultural patterns and heritage of the Spanish people from earliest times to the present. Prerequisite: 315 or consent of instructor.
- 333-3. SPANISH AMERICAN LITERATURE. Survey of Spanish literature in America from the conquest to modern times. Required of Spanish majors.
- 340-3. THE GOLDEN AGE. Extensive individual reading of the plays of Lope de Vega, Calderon, Tirso, Ruiz de Alarcon, and others, with class reports and intensive study of some one dramatist.
- 345-4. CERVANTES. Study of the life of the author and the Quijote with reference to style and source of materials. Comparative reports on the novelas and other works.
- 351-3. ADVANCED COMPOSITION. Daily themes based on Spanish models, with free composition once a week. Class discussions.
- 360-8. STUDY-TOUR OF MEXICO. Two weeks of lectures and intensive conversational drill on campus; four weeks in Mexico. Series of lectures by Mexican teachers during residence in Mexico City and on excursions in the country. Final week on campus for completion of individual projects and reports. Prerequisite: advanced standing in Spanish.
- 415-3. SPANISH PHONETICS. Analysis of the sounds of Spanish and their manner of production; special drill in connected passages of prose and poetry.

Courses on the 500 level are for graduate students only.

- 500-2. SEMINAR IN LATIN-AMERICAN LITERATURE. Intensive study of the modern novel in Latin America as an expression of social and cultural movements. Outside readings and class discussions.
- 501-2. SEMINAR ON A SELECTED SPANISH AUTHOR. Intensive study of one author—his life, his works, and his relationships to the literary and social currents of his time.
- 505-3. THE PICARESQUE NOVEL. Class study of the Lazarillo, and collateral readings of other masterpieces of this genre.
- 506-3. THE RENAISSANCE. A study of the literature of the Renaissance in Spain, including the drama, the novel, the lyric poetry, and the histories of the Indies.
- 520-4. COMPOSITION AND GRAMMAR. Free composition, based upon analysis of the style of contemporary Spanish authors, with special reference to grammatical construction. Special projects in grammar.
- 525-3. THE SPANISH BALLADS. The *romance* studies as a part of the literature and folklore of Spain and the New World.
- 530-3. LATIN-AMERICAN POETRY. Study of the modern trends in the poetry of Latin America as a whole, with emphasis on its international aspect and its relation to other literary forms. Prerequisite: 333 or consent of instructor.
- 535-3. ENSAYISTAS MEXICANOS DEL SIGLO DIECINUEVE. Study and discussion of ideologies and conflict in thought as reflected in writings of Mexican essayists of the past century.
- 599-2 to 9. THESIS.

## GEOGRAPHY

Professor Floyd F. Cunningham, Ph.D. (Clark)	1947
Professor Robert A. Harper, Ph.D. (Chicago), Chairman	1950
Professor Wilbur Zelinsky, Ph.D. (California)	1959
Associate Professor Flemin W. Cox, A.M. (Illinois), Emeritus (1945)	1929
Associate Professor Annemarie Krause, Ph.D. (Chicago)	1930
Associate Professor Marjorie Shank, A.M. (Clark)	1923
Assistant Professor Ronald M. Beveridge, Ph.D. (Illinois)	1956
Assistant Professor Frank Thomas, Ph.D. (Northwestern)	1959
Assistant Professor Joseph Velikonja, Ph.D. (State University, Rome, Italy)	1959
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University Professor Charles C. Colby, Ph.D. (Chicago)	1951-52; 1953-54; 1957-60
Visiting Professor Robert G. Buzzard, Ph.D. (Clark)	1957-59
Visiting Professor John A. Morrison, Ph.D. (Chicago)	1957-58
Lecturer John Hopkins, M.A. (Minnesota)	1955-59
Lecturer Else A. Schmidt, (Leipzig)	1957-58
Lecturer Theodore Schmudde, M.S. (Wisconsin)	1959
Lecturer Howard Stafford, Jr., M.A. (Iowa)	1959-60
Lecturer Franklin R. Stern, M.A. (Syracuse)	1956-60
Lecturer Patrick J. Tyson, M.A. (Michigan)	1958-60

A student may take his work in the field of geography in either the College of Education or the College of Liberal Arts and Sciences, depending upon his objective:

1. In the College of Education, for preparation to teach geography in the elementary or secondary schools, or (with further preparation) in the junior college; or as a part of preparation to teach either social science or physical science in the elementary or secondary schools.
2. In the College of Liberal Arts and Sciences, for a thorough knowledge of geography, in preparation for civil service appointment as geographer, or for demands of private organizations requiring the services of geographers.

In the College of Liberal Arts and Sciences, the student majoring in geography needs to present a minor in another field. Forty-two hours of

geography are required for a major; twenty-four hours are required for a minor.

In the College of Education, forty-eight hours of geography are required for a major if the student offers only one minor; only forty-two hours are required for a major if he offers two minors. Twenty-four hours are required for a minor.

One year of foreign language is required of all geography majors.

Persons who expect to teach in the elementary school are urged to take at least a minor in geography which must include Geography 100 and 101.

Those expecting to teach high school commercial or economic geography with a minimum preparation must have twelve hours of college geography. Students should meet this requirement by taking 100, 210, 324, and 405.

Those expecting to teach high school physical geography with a minimum preparation must have eighteen hours in college physical geography. Students should meet this requirement by taking 101, 212, 310, and any other physical geography subjects.

Geography courses are classified by subject area. These are:

1. Physical: 101, 212, 310, 311, 312, 324, 416, 417, 424, 430.
2. Social: 100, 210, 211, 319, 324, 345, 402, 404, 405, 410, 425.
3. State, Regional, or Continental: 313, 314, 315, 316, 318, 321, 402, 412, 420, 450.
4. Educational: 341, 342, 460.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES*

In addition to the general degree requirements and the College of Liberal Arts and Sciences requirements, the required courses constituting a major in geography are 100, 101, 210, 212, 310, 312, 314. Additional courses recommended for a major in geography are 324, 416.

Recommended electives are Agricultural Industries 114, 303, 306, 310; Animal Industries 486; Anthropology 110, 201, 203, 205, 207, 354, 360, 365, 375; Botany 101, 202, 340, 350, 450; Economics 205, 317, 328, 418, 429, 460, 561; Forestry 104, 360, 361, 370; Geology 100, 220, 221, 320, 431; Marketing 330, 341; Plant Industries 301, 306; Zoology 100, 310.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF EDUCATION*

In addition to the general degree requirements and the College of

Education requirements, the required courses constituting a major in geography are 100, 101, 210, 212, 310, 312, 314, 324. Additional courses recommended for a major in geography are 341, 342, 416.

Recommended electives are Agricultural Industries 114, 303, 306, 310; Animal Industries 486; Anthropology 110, 201, 203, 205, 207, 354, 360, 365, 375; Botany 101, 202, 340, 350, 450; Economics 205, 317, 328, 418, 429, 460; Forestry 104, 360, 361, 370; Geology 100, 220, 221, 320, 431; Marketing 330, 341; Plant Industries 301, 306; Zoology 100, 310.

### COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 100-5. GEOGRAPHY OF MAN. A world regional survey in which significant differences from place to place are observed and analyzed. Basic factors of population distribution are core of the course. Tracing of development of man's working connections with the land and its resources. Satisfies social studies requirement for the bachelor's degree in all colleges of the University.
- 101-5. PHYSICAL GEOGRAPHY. A study of the earth's physical surface, the areal differences and relationships of its landforms, water resources, soils, and natural vegetation, and economic minerals. World distribution patterns of physical elements, their relationships to each other, and their importance to man. Special attention given to Southern Illinois. Meets needs of prospective teachers of nature study, natural, social, and general sciences. One major field trip. Prerequisite: 100.
- 210-4. ECONOMIC GEOGRAPHY. A study of the economic production types or occupations such as grazing, farming, fishing, lumbering, mining, manufacturing, and transportation. Prerequisite: 100.
- 211-5. ECONOMIC GEOGRAPHY. Designed to show the relationship between physical environment and economic life of people. Emphasis on economic-geographic factors of world distribution of resources, methods of production and transportation of the important commodities of industry and commerce. Open only to students majoring in business administration and economics.
- 212-3. MAP READING AND INTERPRETATION. Properties of maps, their uses and sources. Maps as means of expression in scientific investigation. Units on the use and interpretation of maps, map symbols, and map projections. Laboratory.
- 310-4. METEOROLOGY. Study of weather, the factors and conditions influencing it, its importance to man. Emphasis placed upon agriculture, aviation, business, industry, and everyday understanding of weather. Most recent findings in weather science studies. Of value to persons interested in weather bureau service. Prerequisite: 100.
- 311-4. GEOGRAPHY OF SOILS. The nature, source, and origin of soil material;

- soil development and soil use. Geographic distribution and significance of soil as an element of the environment. Prerequisite: 100, 101, or permission of instructor.
- 312-4. REGIONAL CLIMATOLOGY. Principles of climatology; physical bases for the differentiation of climatic types; description and interpretation of climatic regions. Prerequisite: 100 or permission of instructor.
- 313-3. GEOGRAPHY OF ILLINOIS. Acquaints the student with the regional concepts of our state, the distribution of climate, vegetation, soil, landforms, and mineral resources; interrelates agriculture, manufacturing, industry, and population distribution, interpreted within a regional framework. Prerequisite: 100.
- 314-4. GEOGRAPHY OF ANGLO-AMERICA. A systematic regional treatment of North America, north of Mexico. An introduction to regional study of geography. Prerequisite: 100 or permission of instructor.
- 315-4. GEOGRAPHY OF EUROPE. An intensive study of regions, with stress on their description, interpretation, and utilization. Emphasis on interdependence of political units. Prerequisite: 100 or permission of instructor.
- 316-4. GEOGRAPHY OF SOUTH AMERICA. A study of the regions and resources of the South American countries as they relate to national and international problems. Prerequisite: 100 or permission of instructor.
- 318-4. GEOGRAPHY OF ASIA. Study of the countries of Asia, except the Asiatic portion of the U.S.S.R., emphasizing the relationship between the problems of the population and the resource base. Prerequisite: 100 or permission of instructor.
- 319-4. HISTORICAL GEOGRAPHY OF THE UNITED STATES. Study of elements of the geographic environment that have been important in the discovery, exploration, settlement, and development of the United States. Prerequisite: 100 or permission of the instructor.
- 321-2. GEOGRAPHY OF AUSTRALIA. A study of the only continent which lies far beyond the periphery of the land hemisphere; its unusual climatic and economic conditions; its importance in the British Empire; and its vital place in the economic and political life of the Pacific. Prerequisite: 100 or permission of instructor.
- 324-4. RESTORATION AND CONSERVATION OF NATURAL RESOURCES. Survey of major resources of United States with stress on problems of conservation and restoration. Emphasis on water, mineral, forest, grass, soil, wildlife, scenic, and recreational resources. Field trips. Prerequisite: 100 or permission of instructor.
- 341-4. TEACHING OF GEOGRAPHY IN THE ELEMENTARY SCHOOL. Presentation and evaluation of methods of teaching geography in the elementary grades. Emphasis upon geographic literature, illustrative materials, and teaching devices suitable to particular age levels. Prerequisite: 100.
- 342-4. TEACHING OF GEOGRAPHY IN THE JUNIOR AND SENIOR HIGH SCHOOLS. Presentation and evaluation of methods of teaching geography in the junior and senior high schools. Emphasis upon geographic literature, illustrative materials, and teaching devices suitable to particular age levels. Prerequisite: 100.
- 345-4. POLITICAL GEOGRAPHY. An examination of the world political pattern that is superimposed on the physical earth. Particular attention to

- world powers and "trouble spots." Prerequisite: 100 or permission of instructor.
- 402-4. THE SOVIET UNION. A study of the U.S.S.R. based on both a systematic and a regional approach. Appraisal of the natural-resource base of Russia as well as an estimate of her industrial and agricultural strength. Prerequisite: 100 or consent of the instructor.
- 404-4. ADVANCED ECONOMIC GEOGRAPHY I—AGRICULTURAL. A functional study of the bases, interrelationships, and geographic distribution of agricultural production. Prerequisites: 100, 101, 210, or consent of instructor.
- 405-4. ADVANCED ECONOMIC GEOGRAPHY II—INDUSTRIAL. A functional study of the bases, interrelationships, and geographic distribution of industries. Prerequisites: 100, 101, 210, or consent of instructor.
- 406-4. TRADE AND TRANSPORTATION. The pattern of modern transport networks and trade routes; the importance of trade routes; the importance of trade and transportation as geographic factors. Prerequisites: 100, 101, 210, or consent of instructor.
- 411-4. URBAN GEOGRAPHY. The urban population: environment, development, and distribution; geographic factors related to the origin, structure, and functions of urban centers. Prerequisites: 100, 101, 210, or consent of instructor.
- 413-3 to 4. GEOGRAPHY OF THE CARIBBEAN LANDS. A regional approach to the study of the lands bordering the Caribbean. Appraisal of the natural-resource base of the various countries. Prerequisite: 100.
- 416-4. CARTOGRAPHY. Instruction and practice in the basic techniques of map-making; consideration and solution of problems involved in the construction of maps; problems in map reproduction. Prerequisite: 100 or consent of instructor.
- 417-3. AIR PHOTO INTERPRETATION. Techniques in the use of air photos as source material for research in the physical and social sciences. Laboratory. Prerequisite: 212 or consent of instructor.
- 420-4. GEOGRAPHY OF AFRICA. A regional approach to the study of the continent. Patterns of climate, soils, minerals, vegetation, and relative location to be woven together with the agricultural, economic, and industrial features into the regional framework of Africa. Prerequisite: 100 or consent of instructor.
- 421-4. RESOURCES FOR THE FUTURE.
- 424-4. REGIONAL PROBLEMS IN CONSERVATION. The distribution, use, and interrelationship of the resources in the various resource management regions of the United States, the conservation techniques applied to them, and the problems of public policy in their effective management. Prerequisites: 100, 324, or equivalent courses.
- 430-4. PHYSIOGRAPHIC PROVINCES OF NORTH AMERICA. (Same as Geology 430.) Designed to give the students an appreciation of the evolution of land forms in the physiographic provinces of North America; to explain the surface features in a landscape; and to interpret the human drama related thereto. Prerequisites: 100, 101, 210, and advanced standing.
- 440-2 to 4. READINGS IN GEOGRAPHY. Supervised readings in selected sub-

- jects. Hours and credit to be arranged. Prerequisites: 100, 101, 210, and advanced standing.
- 445-2 to 8. SOUTH AMERICAN STUDY TOUR. See Foreign Languages 445 for course description.
- 450-3 to 15. TRAVEL STUDY COURSES. Designed chiefly for in-service teachers and for others whose work needs enrichment through travel. Prior to departure from campus, intensive supervised study and/or readings relative to areas or countries to be visited. Written report due within six weeks after completion of study in the field. Not open for credit to graduate students in Geography. Prerequisite: Geography 100 or equivalent.
- 455-4. GEOGRAPHY OF POPULATION. Study of the geographic significance of population numbers, characteristics, and change throughout the world and the relationships between population and economic resources. Emphasis on assessing possible causes and effects of population distribution. Study of data sources and techniques of measurement and mapping. Prerequisites: 13 hours of geography including Geography 100 and 210 or consent of instructor.
- 460-2. CURRENT GEOGRAPHICAL JOURNALS. Designed to acquaint students with the leading journals in the field. Each student to report content of certain recent or current issues. Prerequisite: minimum of 14 hours of geography.
- 470-4. URBAN PLANNING. (Same as Government 470.) An interdepartmental course in the basic problems of planning in the urban community. The course includes the administrative and physical principles involved in the planning of urban land use. Emphasis is upon research techniques, design principles, and governmental instrumentalities in the planning process. Prerequisite: consent of instructor.
- 500-4. FIELD METHODS. Field experience in the techniques of observation, mapping, interview, and analysis as applied in geography. One day a week spent in the field near Carbondale.
- 501-4. LIBRARY RESEARCH AND THESIS WRITING. Introduction to and appraisal of library sources and bibliographical aids. Thesis organization, form, and investigational procedures. Individual projects and reports.
- 511-4. PHILOSOPHY OF GEOGRAPHY. The nature of geography. Current trends in the field, present-day geographers, and schools of thought. Geography's place among all disciplines.
- 520-2 to 4. SEMINAR IN PHYSICAL GEOGRAPHY.
- 521-2 to 4. SEMINAR IN ECONOMIC GEOGRAPHY.
- 522-2 to 12. SEMINAR IN REGIONAL GEOGRAPHY.
- 523-2 to 4. SEMINAR IN CARTOGRAPHY.
- 530-2 to 10. INDEPENDENT STUDIES IN GEOGRAPHY.
- 599-3 to 9. THESIS.

## GEOLOGY

Associate Professor Fred Donald Bloss, Ph.D. (Chicago)	1957
Associate Professor Stanley E. Harris, Jr., Ph.D. (Iowa), Chairman	1949
Associate Professor David Nicol, Ph.D. (Stanford)	1958
Assistant Professor Dewey Harold Amos, Ph.D. (Illinois)	1955
Assistant Professor Frank James Bell, M.S. (Nebraska)	1957

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Visiting Professor W. David Evans, Ph.D. (London)	1958-59
Lecturer Ulrich Lehmann, (Göttingen, München)	1957-58

The Bachelor of Arts degree in geology is granted by the College of Liberal Arts and Sciences. A major requires a minimum of fifty hours in geology. A minor, which is twenty-four hours, is to be determined by consultation with the department's major adviser.

In addition to the general degree requirements and the College of Liberal Arts and Sciences requirements, courses constituting a major in geology are as follows: 220, 221, 302, 405, and 431. An additional sixteen hours are to be selected from the following courses: 310, 311, 312, 315, 425, 426, 427. The geology major is also required to take Mathematics 111, 112, 113; Chemistry 111, 112, 113; Physics 206; and a foreign language selected from German, Russian, or French. It is recommended that students majoring in geology should minor in chemistry, mathematics, physics, or zoology. A minor in some other area should be approved by the department.

An understanding of geology requires a knowledge of the basic sciences. Thus a year's sequence of chemistry and mathematics and at least one term of physics and biology are considered a minimum; additional work in one or more of these fields will be necessary to support specialties such as mineralogy, petrology, economic geology, geophysics, and paleontology. A summer field course in geology should be taken between the junior and senior years. Preparations for a professional career usually require graduate work.

## COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

100-4. PRINCIPLES OF GEOLOGY. A study of earth materials, geologic pro-

- cesses, and earth history. Stress upon the common rocks and minerals, erosional and depositional processes, volcanism, and formation of mountains; development of life forms, and the changing face of the earth; application to understanding the landscape, the search for oil and mineral resources, engineering construction. Laboratory.
- 220-5. **PHYSICAL GEOLOGY.** A study of the principal minerals and rocks of the earth's crust, emphasizing origin and identification; the physical processes active in producing the surface features of the earth. Laboratory and field trips required.
- 221-5. **HISTORICAL GEOLOGY.** Presenting in chronological order the procession of physical and biotic changes through which the earth has passed. Includes the physical history and evolution of life forms as evidenced by fossil records. Laboratory. Prerequisite: 100 or permission of instructor, elementary course in zoology or botany recommended.
- 302-4. **STRUCTURAL GEOLOGY.** A study of the forces involved in the deformation of the earth's crust, with special emphasis on the recognition, interpretation, and illustration of the resultant geologic structures. Laboratory. Prerequisite: 220, 221.
- 310-4. **MINERALOGY I.** The study of morphological crystallography including crystal symmetry, Hermann-Mauguin symbolism for the crystal classes, and solution of problems by means of the stereographic projection. Prerequisite: Trigonometry.
- 311-4, 312-4. **DETERMINATIVE MINERALOGY.** The study of the non-silicate and silicate minerals including the influence of crystal chemistry upon their physical and chemical properties. Laboratory practice in chemical determination and sight identification. Prerequisite: Chemistry 111, Corequisite: Chemistry 112.
- 315-4. **PETROLOGY.** A study of the characteristics and classification of rocks, their origin and geologic distribution. Laboratory. Prerequisite: 220.
- 320-4. **ECONOMIC GEOLOGY.** Study of the world's larger mining districts and the economics and political importance of their geological resources.
- 350-9. **FIELD GEOLOGY.** A field mapping course including problems in stratigraphy, structure, paleontology, physiography, and economic geology. Requires a written geologic report. Consult departmental office for dates, cost, and equipment needed. Prerequisite: 302.
- 401-4. **ADVANCED GENERAL GEOLOGY.** Deals with certain broader problems of geology: earthquakes, volcanism, submarine canyons, coral islands, mountain building. Laboratory. Prerequisites: 220, 302.
- 405-3. **MAP AND AIR PHOTOS.** Interpretation and use of air photos in geologic mapping; interpretation and construction of geologic maps, such as areal, structure, isopach, paleogeologic. Laboratory. Prerequisites: 212, 221, 302, 431.
- 410-4. **STRATIGRAPHY AND SEDIMENTATION.** The characteristic features of sedimentary rocks and their processes of origin; the classification of stratigraphic units, methods of correlation, and paleogeologic reconstruction. Laboratory. Prerequisites: 220, 221.
- 415-4. **OPTICAL MINERALOGY.** The optical properties of minerals and the use of the petrographic microscope for identification by the immersion method and by thin section. Laboratory. Prerequisites: 310, Physics 208.
- 420-3, 421-3, 422-3. **GEOLOGY OF PETROLEUM.** A sequence of courses

considering the geological occurrence of petroleum, including origin, migration, and accumulation; a survey of exploration methods and production problems and techniques. Laboratory study applies geological knowledge to the search for and production of petroleum. Laboratory. Prerequisites: 221, 302.

425-5, 426-4, 427-4. PALEONTOLOGY I, II, and III. 425 is a survey of the important invertebrate phyla and their fossil representatives; 426 the mollusca, arthropoda, brachiopoda, and echinodermata; 427 the protozoa, porifera, coelenterata, bryozoa, and other minor groups. Includes classification, evolution, paleoecology, and geographic and stratigraphic distribution. Laboratory. Prerequisites: 221, 425, Zoology 100.

Courses to be taken in sequence.

429-3. GEOLOGY OF COAL. Nature and manner of occurrence; methods of exploration and extraction; geologic and geographic distribution. Prerequisite: 100 or consent of instructor.

430-4. PHYSIOGRAPHIC PROVINCES OF NORTH AMERICA. (Same as Geography 430.) Designed to give the student an intelligent appreciation of the evolution of land forms in the physiographic provinces of North America; to explain the surface features in a landscape; and to interpret the human drama related thereto. Prerequisite: 220 or Geography 100.

431-4. GEOMORPHOLOGY. A study of land forms, relating topographic features to the underlying rocks and structure and to processes of erosion, deposition, and earth movements. Prerequisite: 220 or Geography 100.

440-1 to 4. INDEPENDENT STUDY. Prerequisites: 220, 221, advanced standing.

Courses on the 500 level are for graduate students only.

510-4, 511-4, 512-4. STRATIGRAPHY. (Paleozoic, Mesozoic, Cenozoic.) Character, chronologic sequence, correlation, time relations, facies, analysis and comparison of rock and biostratigraphic units of selected regions throughout the world with emphasis on North America. Laboratory problems involving stratigraphic interpretation from maps and air photos, construction of stratigraphic sections, facies maps, and faunal analysis. Field trip and written report required. 3 lectures, 1 laboratory. Prerequisites: 302, 325, 326.

515-4, 516-4, 517-4. MINERAL DEPOSITS. (Principles, Metallics, Non-metallics.) Principles of mineral deposition and genesis, and the origins and geologic settings of the important mineral deposits of the world. Laboratory. Prerequisites: 302, 310.

520-4. IGNEOUS PETROLOGY. Physical chemistry, petrographic classification, and genetic relationships of the igneous rocks. Prerequisites: 310, 415, or equivalent.

521-4. METAMORPHIC PETROLOGY. Physical chemistry, petrographic classification, and genetic relationships of the metamorphic rocks. Prerequisites: 310, 415, or equivalent.

522-4. SEDIMENTARY PETROLOGY. Petrographic classification and origin of sedimentary rocks. Prerequisites: 310, 415.

540-1 to 9. ADVANCED STUDIES.

541-1 to 9. RESEARCH.

599-3 to 9. THESIS.

## GOVERNMENT

Professor Orville Alexander, Ph.D. (Iowa), Chairman	1938
Professor Frank L. Klingberg, Ph.D. (Chicago)	1946
Professor Robert A. McGrath, Ph.D. (Iowa)	1949
Professor Ward M. Morton, Ph.D. (Texas)	1949
Professor Felix Anthony Nigro, Ph.D. (Wisconsin)	1957
Professor Willis G. Swartz, Ph.D. (Iowa)	1930
Professor Max Wesley Turner, Ph.D. (Iowa)	1947
Associate Professor Horace B. Jacobini, Ph.D. (Kansas)	1957
Associate Professor I. Marc Karson, Ph.D. (London School of Economics and Political Science)	1956
Associate Professor David T. Kenney, Ph.D. (Illinois)	1951
Associate Professor Randall H. Nelson, Ph.D. (Michigan)	1955
Associate Professor John S. Rendleman, J.D. (Illinois)	1951
Associate Professor Marian E. Ridgeway, Ph.D. (Illinois)	1952
Associate Professor William O. Winter, Ph.D. (Michigan)	1950
Assistant Professor Irving Howards, Ph.D. (Wisconsin)	1957
Assistant Professor Egon Kamarasy, D.Pol. (Budapest)	1959
Assistant Professor M. M. Sappenfield, Ph.D. (Illinois)	1954
Assistant Professor John Julius Wuest, Jr., Ph.D. (Southern California)	1956
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Visiting Professor Francis Robert Auman, Ph.D. (Iowa)	1957-58
Visiting Professor Clarence A. Berdahl, Ph.D. (Illinois)	1958-60
Visiting Professor Milton J. T. Shieh, M.A. (Minnesota)	1959-60
Lecturer Brijen K. Gupta, Ph.D. (Chicago)	1958-60
Lecturer David Frier, M.A. (Southern Illinois)	1957-60
Lecturer Manfred Landecker, M.A. (Johns Hopkins)	1959-60

An undergraduate major for a student in the College of Education consists of thirty-six hours, and forty-two hours for a student in the College of Liberal Arts and Sciences. Twenty-four hours are required for a minor in both colleges. A major or minor is recommended for persons planning to teach civics or government courses, and for those planning to qualify for the study of law or for public service. Students majoring in government are urged to take as much work as possible in other social science departments, with at least one minor in a related field. Students planning to take graduate work in government beyond the master's degree should acquire a reading knowledge of both French and German.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF EDUCATION*

In addition to the general degree and College of Education requirements, recommended courses constituting a major in government are 101, 231, 232, 233, 243, 305, 315, 330, 360, 370, 371, 379, 380, 385, 420, 466, 467, 472, 495, 496.

### *SUGGESTED CURRICULA IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES*

In addition to the general degree and College of Liberal Arts and Sciences requirements, recommended courses constituting a major in Government are 101, 231, 232, 233, 305, 360, 370, 380, 390, 391, 392, 420, 471, 472, 495, 496.

Recommended courses constituting a major in government with specialization in international affairs: 101, 231, 232, 233, 243, 363, 370, 371, 385, 390, 391, 392, 453, 456, 457, 458, 459, 460, 471, 472, 475, 480.

Recommended courses constituting a major in government with specialization in public administration: 101, 231, 232, 305, 315, 340, 360, 410, 420, 434, 435, 436, 438, 440, 461, 462, 463, 464, 466, 467, 468, 469, 470, 495, 496.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 101-5. PROBLEMS OF AMERICAN DEMOCRACY. A general survey of government including national and state constitutional principles as required by Illinois law. Meets the social science and American Government requirements. When offered in extension this course carries only four hours credit.
- 231-5. AMERICAN NATIONAL GOVERNMENT. A survey covering the structure, functions, and principles of national government. Also meets social science and American Government requirements.
- 232-5. STATE AND LOCAL GOVERNMENT. A survey of the structure and functions of American state and local government. Prerequisite 231.
- 233-5. INTRODUCTION TO COMPARATIVE GOVERNMENT. A survey of the principles and techniques of comparative government and their application to the political institutions of modern states. Prerequisite: 101 or 231.
- 243-3. INTRODUCTION TO AMERICAN FOREIGN POLICY. An introduc-

tory course dealing with the significance of foreign policy to American citizens. Prerequisite: 101.

- 300-4. AMERICAN GOVERNMENT. An advanced course to satisfy the American Government requirements of the College of Education. Deals with the structure and functions of national, state, and local government. Not open to those who have had 101 or 231.
- 305-5. DEVELOPMENT OF THE AMERICAN CONSTITUTION. The evolution of the United States constitutional system. Recommended for pre-law students. Prerequisite: 101 or 231.
- 315-3. ADMINISTRATION OF JUSTICE. The organization and work of the American judicial system. Recommended for pre-law students. Prerequisite: 101 or 232.
- 321-1-6. READINGS IN GOVERNMENT. Consent of instructor required.
- 330-2. ILLINOIS GOVERNMENT. The development and functioning of government in Illinois. Prerequisite: 101 or 231.
- 340-3. THE LEGISLATIVE PROCESS. A study of the principles, organization, and work of American legislative bodies. Prerequisite: 101 or 231.
- 360-5. PUBLIC ADMINISTRATION. Principles and problems of administration on the national, state, and local level. Prerequisite: 101 or 231.
- 361-3. PROBLEMS IN PUBLIC ADMINISTRATION AND POLICY FORMATION. A study of various problems in public administration and policy, primarily as they appear in actual case situations. This course is designed for those who do not intend to concentrate in public administration. Prerequisite: 360.
- 363-3. UNITED STATES-LATIN AMERICAN RELATIONS. A study of the governmental relations between the United States and the various nations of Latin America. Prerequisite: 231 or 233.
- 370-4. INTERNATIONAL RELATIONS. A study of world politics—the causes of international conflict and the conditions of peace. Prerequisite: 101.
- 371-4. PROBLEMS OF AMERICAN FOREIGN POLICY. An analysis of selected problems in the field of American Foreign Policy. Prerequisite: 231 or 243.
- 379-3. POLITICAL PARTIES. A study of the historical development of American political parties. Prerequisite: 101 or 231.
- 380-3. POLITICAL PARTIES. The development and work of American political parties. Prerequisite: 101 or 231.
- 385-3. CONTEMPORARY POLITICAL "ISMS." An advanced survey of recent political systems: Socialism, Communism, Pluralism, Fascism, Nationalism. Prerequisite: 101 or 231.
- 390-3. COMPARATIVE GOVERNMENT. A comparative study of the political systems of Great Britain, the French Fifth Republic, Switzerland and a selected Scandinavian State. Prerequisite: 233.
- 391-3. COMPARATIVE GOVERNMENT. A comparative study of the political systems of the Soviet Union, the West German Republic, Italy, and at least one other European state. Prerequisite: 233.
- 392-3. COMPARATIVE GOVERNMENT (LATIN AMERICAN). A comparative study of the political systems of Latin American republics, with special attention given to Mexico and Argentina. Prerequisite: 101 or 231.
- 398-4. JURISPRUDENCE. (Origin and Development of Legal Institutions). Techniques of law (classification, rights, and duties). Legal personality,

- public law and private law, criminal law, juristic acts. Property, possession and procedure. Prerequisite: 231.
- 410-5. LABOR AND POLITICS. A political history of the American labor movement from its early nineteenth-century origins to the present day. Attention is given to the political philosophy and practice of labor unions. Prerequisite: 231.
- 415-3. POLITICAL BEHAVIOR. An analysis of the nature of public opinion and methods of influencing political behavior. Major attention given to studying the basic psychological attitudes and behavior. Prerequisite: 231.
- 420-3. PRESSURE GROUPS AND POLITICS. An analysis of interest groups and their techniques of political propaganda. Prerequisite: 101 or 231.
- 434-3. GOVERNMENT AND AGRICULTURE. An historical and contemporary survey of the role of agriculture in politics, the major and minor farm parties and pressure groups, the elements of the current "farm problem," and the influence of agriculture in public agencies and the formation of public policy. Prerequisite: 101 or 231.
- 435-3. GOVERNMENT AND BUSINESS. An historical study, with contemporary emphasis upon relations between government and economic institutions. Prerequisite: 231 or consent of instructor.
- 436-3. GOVERNMENT AND LABOR. (Same as Economics 436.) A study of labor relations and legislation considering both constitutional and economic aspects. Prerequisites: 101 or 231, Economics 205, or consent of instructor.
- 438-4. SOCIAL WELFARE LEGISLATION. The Social Security Act and other legislation of major significance for the welfare and maintenance of the family, the handicapped, children, and other special groups. Their relationship to the legal structure of federal, state, county, township, and municipal welfare facilities and institutions with indications of economic and social consequences. Prerequisite: 101 or consent of instructor.
- 440-4. PUBLIC PERSONNEL MANAGEMENT. A survey of the methods and functions of modern public personnel administration. Prerequisite: 360.
- 441-4. PHILOSOPHY OF GOVERNMENT. Some of the central problems of modern political life, such as sovereignty, world government, authority and consent, the relations of economics and social studies to political theory. Prerequisite: Philosophy 140 or 340, or consent of instructor.
- 445-2 to 8. SOUTH AMERICAN STUDY TOUR. See Foreign Languages 445 for course description.
- 453-3. SOVIET GOVERNMENT AND POLITICS. An intensive study and research exercise in the government and politics of the Soviet Union. Prerequisite: 391 or consent of instructor.
- 454-8. DEVELOPMENT OF GERMAN DEMOCRACY. Offered co-operatively by Southern Illinois University and the University of Hamburg. Involves a summer's residence in Hamburg, Germany, and study under professors of the two co-operating universities. Prerequisite: consent of the American professor.
- 456-4. GOVERNMENT OF THE BRITISH COMMONWEALTH AND EMPIRE. A survey of the governmental institutions and practices within the British Empire, with particular attention to the political systems of Australia, Canada, and South Africa. (The governments of India and Pakistan are treated in 460.) Prerequisite: 390 or consent of instructor.

- 457-4. GOVERNMENT AND POLITICS IN THE NEAR AND MIDDLE EAST. Iran, Iraq, Syria, Lebanon, Egypt, Jordan, Saudi Arabia, etc. Prerequisite: 233.
- 458-4. GOVERNMENT AND POLITICS OF SOUTHEAST ASIA. Burma, Thailand, Malaya, Indochina, Indonesia, Philippines. Prerequisite: 233.
- 459-4. GOVERNMENT AND POLITICS OF THE FAR EAST. China, Japan, Korea, Formosa. Prerequisite: 233.
- 460-4. GOVERNMENT AND POLITICS OF SOUTH ASIA. India, Pakistan, Ceylon. Prerequisite: 233.
- 461-4. THEORY OF PUBLIC ADMINISTRATION. Analysis of various theoretical approaches to public administration with emphasis on recent American literature in this field. Prerequisite: 360 or consent of instructor.
- 462-3. ADMINISTRATIVE ORGANIZATION. A survey of the reorganization movement as a whole in the United States with emphasis on recent national, state, and local developments. Prerequisite: 360 or consent of instructor.
- 463-3. PROBLEMS OF EXECUTIVE MANAGEMENT. Principles of organization; techniques of conducting organization and procedural studies; work simplification; problems of the executive. Prerequisite: 360.
- 466-3. STATE GOVERNMENT AND ADMINISTRATION. Leading problems of government and administration of American states. Prerequisite: 232.
- 467-3. MUNICIPAL GOVERNMENT AND ADMINISTRATION. Development and functioning of city government in the United States. Prerequisite: 232.
- 468-3. COUNTY GOVERNMENT IN THE UNITED STATES. An examination of the traditional rural county and township, the growing number of metropolitan counties, and the associated growth of special districts in the United States. Prerequisite: 232.
- 469-3. ADMINISTRATION OF STATE AND LOCAL FINANCE. An examination of the administrative problems connected with local and state revenues and expenditures in the United States. Prerequisite: 232.
- 470-4. URBAN PLANNING. (Same as Geography 470.) An interdepartmental course in the basic problems of planning in the urban community. The course includes the administrative and physical principles involved in the planning of urban land use. Emphasis is upon research techniques, design principles, and governmental instrumentalities in the planning process. Prerequisite: consent of instructor.
- 471-4. THE ORGANIZATION AND ADMINISTRATION OF AMERICAN FOREIGN POLICY. An advanced course dealing with the organizational and administrative aspects of American foreign policy. Prerequisite: 243 or 371.
- 472-4. INTERNATIONAL GOVERNMENT. Development and organization of international governmental and administrative systems, with emphasis on the United Nations. Prerequisite: 370.
- 475-4. INTERNATIONAL LAW. Rules and practices governing the nations in their relations in peace and war. Prerequisite: 370.
- 480-4. THE PACIFIC AND THE FAR EAST. Political and strategic problems in this area. Prerequisite: 370 or History 370.
- 484-3. ANCIENT AND MEDIEVAL POLITICAL THEORIES. Outstanding political theories of the ancient and medieval periods, including theories

- of Aristotle, Plato, Cicero, St. Augustine, and Thomas Aquinas. Prerequisite: 6 hours of government.
- 485-3. MODERN POLITICAL THEORIES. Important political theories from the Renaissance to the end of the eighteenth century, including the theories of Machiavelli, Hobbes, Rousseau, Locke, and Burke. Prerequisite: 6 hours of government.
- 487-4. AMERICAN POLITICAL IDEAS. A historical study of the political ideas of leading American statesmen and publicists, and their resulting influence upon our governmental system. Prerequisite: 305 or 385.
- 488-3. RECENT POLITICAL THEORY I. The outstanding Anglo-American liberal political theorists from John Stuart Mill to the present. Prerequisite: 305 or 390.
- 489-3. RECENT POLITICAL THEORY II. The outstanding "scientific" political theorists from Karl Marx to the present. Prerequisite: 385 or 391.
- 490-3. RECENT POLITICAL THEORY III. The outstanding idealistic and nationalistic political theorists from Hegel to the present. Prerequisite: 385 or 391.
- 495-4. CONSTITUTIONAL LAW I. Constitutional law of the United States with emphasis upon cases dealing with the framework of our federal system. Prerequisite: 231.
- 496-4. CONSTITUTIONAL LAW II. Constitutional law of the United States with emphasis upon cases dealing with the framework of American liberties. Prerequisite: 231.
- 497-4. ADMINISTRATIVE LAW. Law as it affects public officials in carrying out the rights, duties, and necessary functions of the public office. Prerequisite: 360 or 395.
- 498-4. JURISPRUDENCE. (Theories of Law.) Major schools in legal thinking. Positive law and natural law. Idea of justice and concept of natural rights. Prerequisite: 231.
- 499-2. RESEARCH METHODS. Practical training in research and writing techniques in the field of government. Bibliographical materials, footnotes, use of law library facilities, and government documents.

Courses on the 500 level are for graduate students only.

- 501-525. SEMINARS. Preparation and presentation, for criticism, of assigned research papers. Hours of credit as announced.
501. SEMINAR IN CONTEMPORARY LEGISLATION. Prerequisite: 340 or consent of instructor.
502. SEMINAR IN GOVERNMENTAL PROBLEMS. Current problems in the field of American government. Consent of instructor required.
503. SEMINAR IN PRESSURE GROUPS. Prerequisite: 420 or consent of instructor.
505. SEMINAR IN POLITICAL PARTIES. Prerequisites: 380, 420, or consent of instructor.
508. SEMINAR IN INTERNATIONAL RELATIONS. Prerequisites: 370, 472 or 475, or consent of instructor.
509. SEMINAR IN INTERNATIONAL ORGANIZATION. Prerequisite: 472 or consent of instructor.
510. SEMINAR IN STATE GOVERNMENT. Prerequisite: 466 or consent of instructor.

511. SEMINAR IN LOCAL GOVERNMENT. Prerequisite: 467 or consent of instructor.
512. SEMINAR IN PUBLIC ADMINISTRATION. Prerequisite: 360 or consent of instructor.
513. SEMINAR IN CONSTITUTIONAL LAW. Prerequisite: 395 or consent of instructor.
515. SEMINAR IN COMPARATIVE CONSTITUTIONS. Prerequisites: 390, 391, 392, or consent of instructor.
516. SEMINAR IN MUNICIPAL ADMINISTRATION. Prerequisite: 467 or consent of instructor.
517. SEMINAR IN PROBLEMS IN POLITICAL THEORY.
520. SEMINAR IN AMERICAN FOREIGN POLICY.
- 521-1 to 12. READINGS IN GOVERNMENT. Supervised readings in selected subjects. Not more than 6 hours may apply toward the master's degree. Prerequisite: consent of instructor.
525. SEMINAR IN INTERNATIONAL LAW. Prerequisite: 475 or consent of instructor.
- 530-4 to 12. INTERNSHIP IN PUBLIC AFFAIRS. Field work in the office of a governmental agency; city, county, state, national, or international. Under certain circumstances it might be in the office of a political party organization or in that of some organized pressure group. The type of internship and the place and organization in which it is taken must be mutually satisfactory to the student and the department. A paper in which the student correlates his academic knowledge with his practical experience is required. Prerequisite: consent of department.
- 595-2 to 4. INDIVIDUAL RESEARCH. Selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Prerequisite: 499 or consent of instructor.
- 598A-1, 598B-1, 598C-1. TEACHING GOVERNMENT. A seminar course devoted to the general and specific problems of teaching government on the college level. To be required of all graduate assistants who are given teaching assignments, and strongly recommended for other graduate students who contemplate teaching on the college level. Open to staff members.
- 599-2 to 9. THESIS. Prerequisite: 499 or consent of instructor.
- 600-1 to 48. DISSERTATION.

## HEALTH SCIENCES

Students in the College of Liberal Arts and Sciences may major in health science. This program is interdepartmental. Professor Willard M. Gersbacher of the Department of Zoology is the co-ordinator for this program.

In addition to the general degree and the College of Liberal Arts and Sciences requirements, the required courses constituting a major in health science are Health Education 300, 325, 355, 356; Microbiology 301; Chem-

istry 111, 112, 305; Mathematics 106, 107 or 111, 112, and 220; Physiology 209, or 315; Zoology 100, 102, 103; Psychology 201, 305, 307, 432; Sociology 101, 335, 336; Government 101, 232, 360, 466.

Recommended electives for specialization in sanitation: Agricultural Industries 303; Animal Industries 231; Anthropology 110 or 207; Applied Science 101; Physics 101, 102 or 206, 207, 208; Microbiology 422, 423; Zoology 306 or 316, 310, 406; Government 466.

Recommended electives for specialization in public health laboratory: Botany 101; Chemistry 235, 306, 451, 452; Government 466; Microbiology 403, 422, 423, 425; Physiology 317, 433; Zoology 306 or 316.

## HISTORY

University Professor E. G. Lentz, M.A. (Illinois), Emeritus (1950)	1914
Professor George W. Adams, Ph.D. (Harvard), Chairman	1958
Professor Harold E. Briggs, Ph.D. (Iowa)	1945
Professor Clinton H. Gardiner, Ph.D. (Michigan)	1957
Associate Professor Harry Ammon, Ph.D. (Virginia)	1950
Associate Professor George L. Cherry, Ph.D. (Northwestern)	1947
Associate Professor Ping-Chia Kuo, Ph.D. (Harvard)	1959
Associate Professor William A. Pitkin, Ph.D. (Texas)	1945
Associate Professor John I. Wright, A.M. (Chicago)	1925
Assistant Professor Henry Charles Boren, Ph.D. (Illinois)	1955
Assistant Professor Charles J. Pardee, A.M. (Chicago), Emeritus (1951)	1929
Assistant Professor Guenther Rothenberg, Ph.D. (Illinois)	1958
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Lecturer Frederick E. Goos, M.A. (Southern Illinois)	1958-59
Lecturer Gene D. Lewis, Ph.D. (Illinois)	1957-58
Lecturer Nedra C. Reames, M.A. (Southern Illinois)	1957-58
Lecturer Herbert H. Rosenthal, Ph.D. (Harvard)	1955-58

Students who intend to make history their major field should consult with the representative of the department at the time of registration. Forty-two hours are required for a major in history in the College of Liberal Arts and Sciences. Thirty-six hours are required for a major in the College of Education. For a major in history, at least half of the work in history must be on the 300 and 400 levels, and care should be taken to distribute the work in the fields of American and European history. Twenty-four hours are required for a minor in history, and must include

101, 102, 103, 201, and 202. Students wishing to use a history minor in the College of Education should take twelve hours each in the European and American fields.

Two quarters of history 101, 102, 103 will meet the general education requirement except in the College of Education. Five hours of United States history are required for graduation in the College of Education. History 201 or 202 will meet this requirement.

A year of work in a foreign language is required of history majors.

In addition to the general degree and the College of Liberal Arts and Sciences requirements, the required courses constituting a major in history are 101, 102, 103, 201, 202, 452, plus electives to equal required total.

Recommended electives: Work in the other social studies and in other appropriate fields, including philosophy.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 101-3, 102-3, 103-3. **SURVEY OF WORLD CIVILIZATION.** Courses designed primarily for freshmen, as a survey of the development and evolution of civilization; the foundation for further courses in the field of history. One term devoted to each of the periods: ancient, medieval, and modern. Required of all history majors.
- 201-5. **HISTORY OF THE UNITED STATES TO 1865.** Courses 201 and 202 designed to provide a general survey of the political, social, and economic development of the United States. Course 201 includes national and state constitutional principles as required by Illinois law. Prerequisite: sophomore standing.
- 202-5. **HISTORY OF THE UNITED STATES SINCE 1865.** A continuation of 201. Either 201 or 202 to count toward graduation requirements in the College of Education.
- 210-4, 211-4, 212-4. **HISTORY OF EUROPE, 476 TO PRESENT.** A comprehensive study of the principal social, economic, political, and cultural developments from the fall of Rome to the present time. 210: 476-1400; 211: 1400-1815; 212: since 1815. Prerequisite: freshman survey.
- 304-3. **HISTORY OF THE ANCIENT NEAR EAST.** A review of the political, economic, and religious history of Africa and Southwestern Asia from about 3000 B.C. to the time of Christ. Prerequisite: freshman survey.
- 305-3. **HISTORY OF GREECE.** A careful study of the cradle of civilization. In addition to the political and economic development of the Greeks, a consideration of their higher cultural development, as in philosophy, education, religion, art, and architecture.
- 306-3. **HISTORY OF ROME, 509 B.C. to A.D. 500.** The political, economic, and social history of Rome, with particular emphasis upon Roman law, as well as upon the Roman development of Greek culture. The Roman world as a fertile soil for the spread of Christianity stressed.

- 308-3. HISTORY OF ILLINOIS. The history of the state from 1818 to the present. Recommended for history majors and those who expect to teach in elementary schools. Prerequisite: 201 and 202.
- 322-4, 323-4, 324-4. SURVEY OF ENGLISH HISTORY. An introductory study of the institutional and cultural development of the English people from the earliest times to the present day. 322: Celtic Britain to 1603; 323: 1603-1815; 324: since 1815. Prerequisite: freshman survey.
- 330-3. MIDDLE PERIOD OF AMERICAN HISTORY, 1789-1860. A study of the conflicting sectional and nationalistic forces which characterize the period. Stress upon the economic and political forces leading to the Civil War. Prerequisites: 201 and 202.
- 352-3. COLONIAL LATIN AMERICA. With a preliminary view of the major Indian cultures and the era of discovery and exploration, this survey emphasizes the political, economic, social, and cultural aspects of Latin-American life through the wars of independence.
- 353-3. INDEPENDENT LATIN AMERICA. A survey of historical patterns and problems in the national life of twenty American countries, from independence to the present.
- 354-3. LATIN AMERICA IN WORLD AFFAIRS. A survey of the international role of Latin America with emphasis on the economic, diplomatic, and military record from the Treaty of Tordesillas to membership in the United Nations.
- 370-3. THE FAR EAST TO 1912. History of China, Japan, Central Asia, and the East Indies, with major emphasis on the social, political, and economic institutions of the area as they developed from earliest times. Prerequisite: freshman survey.
- 371-3. THE FAR EAST SINCE 1912. History of China, Japan, Central Asia, and the East Indies, with major emphasis on internal development of the area and on the interaction of these areas with the western world. Prerequisite: 370.
- 372-4. THE HISTORY OF RUSSIA. A survey of Russian history from earliest times to the present. Social, economic, and political conditions under the Czars and the Soviets. Prerequisite: proper background.
- 400-3 to 6. TEACHERS' WORKSHOP IN CURRENT HISTORY. A series of lectures, readings, discussions, and projects designed to aid the teacher in understanding and interpreting some of the major problems of present-day society.
- 401-3. HISTORY OF THE SOUTH TO 1860. An intensive study of the social, economic, political, and cultural development of the "Old South" to the Civil War, to bring out the distinctive culture and problems of the section. Prerequisite: 201.
- 402-3. HISTORY OF THE SOUTH SINCE 1860. The Civil War, political and economic reconstruction, and problems of the "New South." Prerequisite: 202 or 401.
- 405-3. CIVIL WAR AND RECONSTRUCTION. Emphasis upon the clash of national and sectional interests; economic, political, and military aspects of the conflict; course and consequences of reconstruction. Prerequisites: 201, 202.
- 410-2 to 5. SPECIAL READINGS IN HISTORY. Supervised readings for students with sufficient background. Registration by special permission only. Offered on demand.

- 411-3, 412-3, 413-3. INTELLECTUAL HISTORY OF THE UNITED STATES. Study of various types of economic, social, and political thought that have influenced the development of the nation. Prerequisites: 201, 202.
- 415-3. THE AGE OF THE RENAISSANCE. A treatment of the Italian Renaissance and its relationship to the political, economic, social, and cultural changes in the countries of northern and western Europe. Prerequisites: 101, 102, 103.
- 416-3. PROTESTANT REFORMATION. A study of the reform movement which divided the Christian Church into Protestantism and Catholicism, with a treatment of the Counter Reformation. Prerequisites: 101, 102, 103.
- 417-3. THE BRITISH COMMONWEALTH OF NATIONS. The evolution and present status of the Commonwealth of Nations and its self-governing and dependent units with an emphasis on the impact of the social, economic, and political ideas upon the pattern of control and development during each stage of growth.
- 418-3. ENGLISH CONSTITUTIONAL HISTORY. The evolution and functioning of the English legislative, administrative, and judicial systems with an emphasis on the ideas and principles that determined growth during each age.
- 419-3. ENGLISH CULTURE IN THE AGE OF AMERICAN COLONIZATION. An analysis of the English social, economic, political, and religious institutions and ideas which provided the foundation for the growth of American civilization.
- 420-3. THE FRENCH REVOLUTION. A sketch of the passing of feudalism in France and the background and development of the revolutionary movement with some attention to the Napoleonic period.
- 425-3. AMERICAN COLONIAL HISTORY. Founding of the American colonies, both French and English, and the development of social, political, economic, and cultural institutions through the Revolutionary period. Prerequisite: 201.
- 428-4. AGE OF JACKSON. Origins, background, and development of that phase of American democracy associated with the Jacksonian era. The political, social, and economic history of the years 1824-1844 will be considered in detail. Prerequisite: 201.
- 435-3, 436-3, 437-3. RECENT UNITED STATES HISTORY, 1865 TO PRESENT. A sequence of courses covering the major problems and trends from the Civil War to the present. Courses may be taken separately. Prerequisite: 201, 202.
- 440-3. HISTORY OF AMERICAN DIPLOMACY TO 1898. A study of the important treaty relations of the United States, and a general consideration of American foreign policies. Prerequisites: 201, 202.
- 441-3. HISTORY OF AMERICAN DIPLOMACY SINCE 1898. A continuation of 440.
- 442-3, 443-3, 444-3. HISTORY OF THE WEST. Courses for intensive study of the influence of the frontier on the main trends in United States history. One or all courses to be taken. Prerequisites: 201, 202.
- 445-2 to 8. SOUTH AMERICAN STUDY TOUR. See Foreign Languages 445 for course description.
- 449-4. EUROPE AND HER EXPANSION, 1870-1914. Age of Imperialism,

- alliances, and modern navies. Competition for natural resources and world markets. Prerequisites: 103, 212, or proper background.
- 450-5. THE WORLD SINCE 1914. Brief review of causes and results of World War I. Emphasis upon the League of Nations, war debts, disarmament, causes of World War II, Korean conflict, and United Nations.
- 451-3. HISTORIOGRAPHY. Development of history as a written subject, including works and philosophy of the various outstanding historians in ancient, medieval, and modern periods.
- 452-3. HISTORICAL RESEARCH AND THESIS WRITING. The rules of historical research studied and applied to a definite topic.
- 454-3. BIOGRAPHY IN AMERICAN HISTORY. Outstanding leaders and their contributions to the history of the United States. Attention to historical writers who specialize in biography. Prerequisite: a course in United States history.
- 470-3. ARGENTINA, BRAZIL, AND CHILE. A narrative and comparative study of the independent era of the history of the three leading states of South America.
- 471-3. MEXICO IN THE NINETEENTH CENTURY. Significant aspects of Mexican life from independence to the decline of the Diaz Era.
- 472-3. MEXICO IN THE TWENTIETH CENTURY. An analysis of the political, economic, diplomatic, social, and cultural forces in modern Mexican life.
- 473-3. THE CARIBBEAN AREA IN THE TWENTIETH CENTURY. An inquiry into the changing role of the political, economic, strategic, and cultural nature of this Mediterranean of the New World.
- 480-3. THE END OF THE ROMAN REPUBLIC. The framework of the course is political, covering the years from 133 B.C. to A.D. 14. Attention is given also to Roman literature and culture, and to a broad view of the early empire (including Palestine) in the years immediately preceding the Christian Era.
- 481-3. THE EARLY CHRISTIAN ERA. The civilization of the first two centuries of the Roman Empire. Against a background of general political history, attention is directed to the philosophical schools, pagan religions, and other factors affecting the rise and extension of Christianity.
- 485-3. GREEK CIVILIZATION AND CULTURE. Development of the unique features of Greek thought (historical, religious, scientific, philosophical), art, literature, architecture, etc.
- 490-3. HISTORY IN THE SECONDARY SCHOOL. A comprehensive methods course for prospective teachers: history, government and civics, current events, economics, sociology, and geography; curriculum revision; grading of materials; classroom methods; teacher preparation; professional publications. Attention to the unified social science course.

Courses on the 500 level are for graduate students only.

- 500-3 to 9. HISTORY SEMINAR. Research methods applied to the various history fields.
- 510-2 to 5. READINGS IN HISTORY. Registration by special permission only.
- 515-3. CURRENT UNITED STATES HISTORY AND PROBLEMS. A content and research course dealing with contemporary American affairs. Con-

sists of textbook assignments, outside readings. Prerequisite: proper background.

- 516-5. STUDIES IN CONTEMPORARY EUROPE. A content and research course in European civilization since 1914 which stresses the rise of totalitarianism and the democratic crisis.
- 517-3. CONSTITUTIONAL HISTORY OF THE UNITED STATES AND PROBLEMS. A content and research course involving origin and development of the American Constitution, from English background, through the convention, to the present.
- 518-3. ENGLAND IN THE AGE OF THE "GLORIOUS REVOLUTION." An analysis of the ideas and forces that converted the English government into a liberal state with an emphasis on the concepts and principles later applied in the establishment of the American Constitution.
- 519-5. THE AGE OF JEFFERSON. Rise and development of Jeffersonian Democracy, 1790-1824, with emphasis upon social, economic, and political programs of Republicans and Federalists; the clash of mercantile and agrarian interests.
- 520-3. THE AGE OF CONSTANTINE. A study of fourth-century Rome. Particular attention is given to religious policy. Such problems as the religious persecution preceding Constantine, his conversion to Christianity, the reaction following his death, the final establishment of Christianity as the official religion of the Empire.
- 553-3. NEW VIEWPOINTS IN AMERICAN HISTORY. New interpretations and recent developments in the field of American history. Prerequisites: 201, 202.
- 590-1 to 6. INDIVIDUAL RESEARCH. The investigation of a research topic in history under the supervision of a member of the graduate staff in the particular field. By special arrangement.
- 599-3 to 9. THESIS.

## LATIN AMERICAN STUDIES

Students in the College of Liberal Arts and Sciences may secure a major in Latin American studies leading to the Bachelor of Arts degree. This program is interdepartmental in nature under the direction of the Latin American Institute.

The Latin American studies major plans to prepare students (1) to participate intelligently and effectively in business or governmental activities in Latin America or dealing with Latin America or (2) to enable students to choose a field of specialization for advanced academic work.

A more detailed description of the program, including the course requirements, may be found in the General Information Bulletin.

## MATHEMATICS

Professor Amos Black, Ph.D. (Cornell)	1948
Professor Wilbur C. McDaniel, Ph.D. (Wisconsin), Chairman	1939
Professor Abraham M. Mark, Ph.D. (Cornell)	1950
Associate Professor Elbert Fulkerson, M.A. (Illinois)	1932
Associate Professor Marian Moore, Ph.D. (Purdue)	1955
Associate Professor Dilla Hall, Ph.D. (St. Louis)	1924
Associate Professor Louis D. Rodabaugh, Ph.D. (Ohio State)	1947
Assistant Professor James R. Boen, Ph.D. (Illinois)	1959
Assistant Professor Morton Roy Kenner, Ph.D. (Columbia)	1951
Assistant Professor Michael Skalsky, D.N.Sc. (Göttingen)	1957
Assistant Professor Joseph C. Wilson, Ph.D. (Louisiana State)	1957
Assistant Professor Alice K. Wright, M.A. (Illinois), Emerita (1958)	1925
Instructor Imogene C. Beckemeyer, M.A. (Southern Illinois)	1950
Instructor Joseph H. Crenshaw, M.S. (Illinois)	1958
Instructor James L. Slechticky, M.S. (Washington)	1958
Instructor Larry L. Wimp, M.A. (Missouri)	1954
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Visiting Professor Albert A. Bennett, Ph.D. (Princeton)	1958-59
Lecturer Zamir Bavel, M.A. (Southern Illinois)	1955-60
Lecturer John Samuel Brown, M.S. (Illinois)	1957-60
Lecturer Audrey W. Douthit, M.A. (Pennsylvania State)	1959-60
Lecturer Donald F. Totten, M.A. (Southern Illinois)	1958-59
Assistant Instructor Elsa Ford, B.A. (Lawrence)	1955-60
Assistant Instructor Allan Jones, B.A. (Southern Illinois)	1957-59

Students who take mathematics to satisfy part of the general requirement for a bachelor's degree may choose among several courses, depending upon their competence in mathematics and their interests. Mathematics 111 is recommended for students who have good competence in the material normally included in one and one-half years of high school algebra and one year of plane geometry. Students who demonstrate superior competence in the topics of high school mathematics may be allowed to start their university mathematics in courses 112 or 113. Students who do not have satisfactory competence in high school algebra and plane geometry should take mathematics 106. Special sections of mathematics 106 are designed for business majors and for students who are planning to take Mathematics

111. Only one of the 106 courses will be counted for credit and no credit will be given if 106 is taken after 111. Students who take 111 after 106 receive eight hours credit for the two courses.

Students in the College of Liberal Arts and Sciences or the College of Education may take majors or minors in mathematics.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES*

In addition to the general degree and the College of Liberal Arts and Sciences requirements, the Department of Mathematics has the following requirements for its major: 111, 112, 113, 251, 252, 253 (a student need not take any of these courses in which he can demonstrate competence); at least fifteen hours in mathematics courses numbered 300 or above; Physics 206 or 211. The selection of mathematics electives should be discussed with representatives of the department. Majors who are working to receive a teaching certificate are required to take 311, 320, 321, 335, and 336.

Department of Mathematics minor requirements: 111, 112, 113, 251, or demonstrated competence; and at least five hours in mathematics courses beyond 251. Students who are working for a teaching certificate in mathematics will need eleven hours beyond 251, including Mathematics 320.

### *SUGGESTED CURRICULUM IN THE COLLEGE OF EDUCATION*

In addition to the general degree and the College of Education requirements, the Department of Mathematics major requirements are 111, 112, 113, 251, 252 (a student need not take any of these courses in which he can demonstrate competence); at least nineteen hours in mathematics courses beyond 252 including 311, 320, 321, and 336; Physics 206 or 211; a reading knowledge of a foreign language. The selection of mathematics electives should be discussed with a representative of the department.

Department of Mathematics minor requirements: 111, 112, 113, 251, or demonstrated competence; and at least eleven hours in mathematics courses beyond 251, including 320.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 100-0. ELEMENTARY MATHEMATICS. Remedial and review work in elementary mathematics, including arithmetic and beginning algebra.
- 106-4. GENERAL MATHEMATICS I: A course designed particularly for students who take mathematics to satisfy a graduation requirement. Does not count toward a major or minor in mathematics. Regular sections, designated in class schedules as 106a, include a careful study of the real number system in order to provide a better understanding of arithmetic and elementary algebra. Sections for business majors, designated in class schedules as 106b, cover topics from intermediate algebra and business application. Sections designated as 106c cover a regular course in intermediate algebra. Prerequisite: two semesters of high school mathematics and satisfactory score on placement test, or Mathematics 100.
- 107-4. GENERAL MATHEMATICS II. Continuation of 106. Does not count on a major or minor in mathematics. Regular sections, designated in class schedules as 107a, cover certain topics from algebra and geometry. Sections for business majors, designated in class schedules as 107b, cover elementary mathematics of finance. Prerequisite: 106.
- 111, 112, 113-5. ELEMENTARY ANALYSIS I, II, III. Beginning sequence for mathematics majors and minors, pre-engineering students, etc. Students who have especially good high school training in algebra and trigonometry and who have exceptional scores on placement test may take 112 or 113 as a first course. Includes topics selected from the following: sets, logic, study of real number system, college algebra, trigonometry, analytic geometry, elementary differential and integral calculus. Prerequisite: three semesters of high school algebra and satisfactory score on placement test, or 106.
- 210-4. THE TEACHING OF ELEMENTARY MATHEMATICS. A professional treatment of the subject matter of arithmetic methods and a study of trends and current literature on the teaching of arithmetic. For elementary education majors only. Prerequisite: 106.
- 220-4. ELEMENTARY STATISTICS. A basic introduction to the simpler problems of statistical inference. Descriptive statistics, probability distributions, estimation of parameters and tests of significance, regression and correlation. Does not count toward a major or minor in mathematics. Prerequisite: 106 or 111, or consent of instructor.
- 251, 252, 253-4. CALCULUS I, II, III. Continuation of 113. Includes differential and integral calculus, applications, introduction to solid analytic geometry, infinite series. Prerequisite: 113.
- 305, 306-3. DIFFERENTIAL EQUATIONS I, II. Classical methods of solving ordinary differential equations including Laplace transform techniques. Prerequisite: 253.
- 311-3. THE TEACHING OF SECONDARY MATHEMATICS. A study of the nature and objectives of the secondary mathematics curriculum. Particular attention is given to the means of introducing new ideas into the high school program. For students preparing to be certified teachers of secondary mathematics. Prerequisite: 320.
- 313-4. SOLID ANALYTIC GEOMETRY. Prerequisite: 113.
- 320, 321-3. FUNDAMENTAL CONCEPTS OF ALGEBRA I, II. Introduction to abstract algebraic structures, including groups, rings, and fields. Attention is given to classical theory of numbers and polynomials. The

second course is devoted to a study of matrices, including an investigation of simultaneous linear systems. Prerequisite: 251.

324-3. VECTOR ANALYSIS. Prerequisite: 253.

335, 336-3. CONCEPTS OF GEOMETRY I, II. An elementary introduction to various geometric systems to acquaint the student with the interrelationship between geometries of current interest. Topics include axiom systems, introduction to synthetic projective and analytic projective, projective definition of co-ordinate systems, affine geometry, Euclidean geometry, and non-Euclidean geometry. Prerequisite: 252 or consent of instructor.

395-2 to 8. READINGS IN MATHEMATICS. Supervised reading in selected subjects. Prerequisite: twelve hours of 300 or 400 level mathematics, "B" average in mathematics, and consent of chairman of department.

408-3. BOUNDARY VALUE PROBLEMS. Characteristic functions, orthogonal functions, self-adjoint equations, Sturm's theorem, and certain partial differential equations of physics. Prerequisite: 306.

410-3, 411-3, 412-3. STATISTICAL ANALYSIS I, II, III. An introduction to the principles and techniques of statistical inference. Elements of probability theory. Population, sample and sampling distributions. Estimation and testing hypotheses on means and variances. Analysis of enumeration data. Regression and correlation. Analysis of variance and covariance. Nonparametric methods. Topics in experimental design. For students in fields using statistical methods. Will not normally be counted on a mathematics major.

415-4. NON-EUCLIDEAN GEOMETRY. An introduction to hyperbolic and elliptic plane geometry and trigonometry. Emphasis given to the nature and significance of geometry and the historical background of non-Euclidean geometry. Prerequisite: 252.

425-3. THEORY OF NUMBERS. Topics in elementary number theory, including properties of integers and prime numbers, divisibility, Diophantine equations, and congruence of numbers.

430-4. SYNTHETIC PROJECTIVE GEOMETRY OF THE PLANE. Introduction to the fundamental concepts of projective geometry, including study of conics and polar systems of conics. Prerequisite: 113.

431-4. ANALYTIC PROJECTIVE GEOMETRY OF THE PLANE. Introduction to homogeneous co-ordinates; cross-ratio, harmonic sets, duality, projectives, involutions, and conics, using algebraic methods. Prerequisite: 20 hours of college mathematics, including 113.

440-2 to 4. MODERN ALGEBRA FOR TEACHERS. An introduction to algebra as a logical system, including groups, rings, and fields. Offered as part of the special graduate minor for secondary school teachers. Prerequisite: consent of instructor.

442-3. SURVEY OF GEOMETRY. A survey of geometry, including projective geometry, topology, etc. Offered as part of the special graduate minor for secondary school teachers. Prerequisite: consent of instructor.

452-3, 453-3, 454-3. ADVANCED CALCULUS. A precise presentation of the fundamental concepts of analysis, i.e., limits, continuity, differentiation, and integration. Major topics include partial differentiation, vector analysis, Riemann-Stieltjes Integrals, infinite series, and improper integrals. Prerequisite: 253.

- 455-3. PROGRAMMING FOR DIGITAL COMPUTERS. An intensive course in digital computer programming using an IBM 650 computer for laboratory work. Topics include computer organization and characteristics; machine language coding; flow charts, sub-routines; optimum and symbolic coding; compilers and interpretive systems. Prerequisite: consent of instructor.
- 460-4. MODERN GEOMETRY. Advanced topics in Euclidean geometry by the synthetic method. Topics including the nine-point circle, Simson line, theorems of Ceva and Menelaus, coaxal circles, harmonic section, poles and polars, similitude, and inversion. Prerequisite: 20 hours of college mathematics.
- 470-3 to 6. SPECIAL TOPICS FOR PHYSICAL SCIENCE STUDENTS. Selected topics needed in physics and other physical sciences. Prerequisite: 305.
- 475-3. NUMERICAL METHODS. An introduction to approximation methods including finite differences and interpolation; numerical differentiation and integration; curve fitting, numerical solution of algebraic, transcendental, and differential equations. Prerequisites: 305, or 253 and consent of instructor.
- 480-3, 481-3, 482-3. PROBABILITY AND STATISTICS. An introduction to probability theory and the mathematical methods used in obtaining procedures for various problems of statistical inference. Topics include the algebra of probabilities, discrete and continuous distributions, limit theorems, sampling distributions, principles of statistical estimation, and testing hypotheses. Prerequisite: 253.

Courses on the 500 level are for graduate students only.

- 510-4. FOUNDATIONS OF MATHEMATICS. A critical survey of the logical basis of mathematical systems. Deductive processes, mathematical proof theory, axiomatics, nature of model systems, principles of theory construction, views concerning the nature of mathematics. Prerequisites: 253 and consent of instructor.
- 520-1 to 4. MODERN ALGEBRA I. Intended to display some of the richness of algebra when other possible mathematical systems are considered in addition to the traditional one based upon ordinary systems of algebra. Uniqueness of factorization, rational numbers and fields, polynomials, complex numbers, and theory of permutation groups.
- 521-1 to 4. MODERN ALGEBRA II. A continuation of 520. Additional group theory, vector spaces, matrices, algebraic number fields.
- 530-3 to 6. POINT SETS AND TOPOLOGY. General properties of sets. Topology of plane sets. Closed sets and open sets in metric spaces, homeomorphism and continuous mappings, separation theorems, connectivity properties.
- 535-4. ALGEBRAIC PLANE CURVES. A study of algebraic plane curves of order higher than two, including an introduction to the history and methods of algebraic geometry. Lectures, assigned readings, and exercises. Prerequisite: 253.
- 541-2 to 4. PROBABILITY FOR TEACHERS. The elements of probability, with some applications to social sciences. Offered as part of the special graduate minor for secondary school teachers. Prerequisite: consent of instructor.

- 542-2 to 4. ELEMENTARY FUNCTIONS FROM AN ADVANCED STAND-POINT. Analysis of properties of algebraic, trigometric, exponential and logarithmic functions using contemporary notion of function. Prerequisite: consent of department chairman.
- 543-2 to 4. NON-EUCLIDEAN GEOMETRY FOR TEACHERS. Designed to show the similarities and differences of Euclidean and non-Euclidean geometries. Offered as part of the special graduate minor for secondary school teachers. Prerequisite: consent of instructor.
- 544-3. FUNDAMENTAL CONCEPTS OF CALCULUS. A careful study of the basic concepts of calculus. Offered as part of the special graduate minor for secondary school teachers. Prerequisite: consent of instructor.
- 550-1 to 5. SEMINAR IN THE TEACHING OF MATHEMATICS. Supervised study and preparation of reports on assigned topics in the field. Reports presented for class discussion. Prerequisite: consent of instructor.
- 555-4. INTRODUCTION TO COMPLEX VARIABLES. Prerequisite: 453.
- 590-1 to 5. SEMINAR. Prerequisite: consent of instructor.
- 595-2 to 10. SPECIAL PROJECTS. Individual projects, including a written report.
- 599-5 to 9. THESIS.

MICROBIOLOGY

Professor Carl C. Lindegren, Ph.D.	
(California Institute of Technology), Chairman	1947
Associate Professor Maurice Ogur, Ph.D. (Columbia)	1953
Associate Professor Isaac L. Shechmeister, Ph.D. (California)	1957
Assistant Professor Dan O. McClary, Ph.D. (Washington)	1951

Undergraduate courses in microbiology may be taken as a major leading to the Bachelor of Arts degree. A student majoring in microbiology should complete the following courses in addition to the general university requirements for the bachelor's degree: Chemistry 111, 112, 113, 305, and 306; Zoology 100; and Botany 101. It is recommended that a student should also arrange his program in such a manner as to include a sequence of courses in Mathematics 111, 112, 113 and a sequence of courses in Physics 206, 207, 208.

A major in microbiology will consist of a minimum of 46 hours, and will include 100, 201; 403; 441, 442; 451, 452; 425, 426. The remaining hours are to be selected with the advice of the department and in addition to microbiology courses may include certain courses in botany, physiology, and zoology.

A minor in microbiology will consist of a minimum of 24 hours. Required courses are 100 and 201 and are to be supplemented by those chosen from 402, 441-442, 451-452 and 425-426.

Prospective majors are urged to consult with the departmental adviser for help in planning a curriculum.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 100-5. **PRINCIPLES OF MICROBIOLOGY.** Introduction to the fundamental aspects of biology, drawing for examples upon microbial forms. Consideration of morphology; principles of classification; growth and reproduction; heredity; ecology; effects of physical and chemical agents; organisms essential, beneficial and harmful to man; host-parasite interaction; principles of immunology and epidemiology. 3 hours lecture. 4 hours laboratory field trips.
- 201-5. **GENERAL MICROBIOLOGY.** Continuation of Microbiology 100. A more advanced consideration of morphology, heredity, and metabolism of microorganisms and their influence on man's environment; mechanisms of infection and immunity. 3 hours lecture. 4 hours laboratory. Prerequisite: Microbiology 100 or consent of the instructor.
- 301-5. **GENERAL MICROBIOLOGY FOR ADVANCED STUDENTS.** Primarily a course for advanced students in other biological and physical sciences. An advanced treatment of cytology, theories and techniques of staining, physiology, enrichment cultures, and classification of microorganisms and their agricultural, industrial, and medical relationships. Not open to students who have had microbiology 100 or 201. 3 hours lecture. 4 hours laboratory. Prerequisite: one term botany or zoology and organic chemistry.
- 325-3. **MICROBIOLOGY OF AIR, WATER, AND MILK.** Content, sampling, and control of microbial forms in air, water, and milk. Public health significance of polluted air, water, and milk. Consideration of certain air-borne, water-borne, and milk-borne infections. 3 hours lecture. Prerequisite: Microbiology 100 or equivalent.
- 326-2. **MICROBIOLOGY OF AIR, WATER, AND MILK.** Laboratory exercises and field trips to cover certain aspects of Microbiology 325. 4 hours laboratory. Prerequisite: Microbiology 325 (may be taken concurrently).
- 355-5. **PLANT PATHOLOGY.** (Same as Botany 355.) A study of plant diseases caused by fungi, bacteria, and viruses. Special attention to diseases of Southern Illinois plants. Laboratory and field trips. Prerequisite: approval of instructor.
- 401-2. **SEMINAR.** Prerequisites: 100, and 201 or 301.
- 402-5. **GENETICS.** See Zoology 401 for course description.
- 403-5. **MEDICAL BACTERIOLOGY.** A general survey of the mechanisms of infection, epidemiology, and immunity and the specific application of these principles to the symptomatology, diagnosis, treatment, and control of the more common bacterial, rickettsial, and viral infections of man. 3 hours lecture and 4 hours laboratory. Prerequisite: 201 or 301 or equivalent.

- 406-5. PROTOZOOLOGY. (Same as Zoology 406.) Taxonomy, cytology, reproduction and physiology of unicellular animals. Laboratory methods of culturing and studying. Prerequisite: one year of zoology.
- 422-5. MICROBIOLOGY OF FOODS. The relationships of microorganisms to the preparation and preservation of foods with consideration of the laws governing sanitation, chemical preservatives, and fair dealing of the food producer. 3 hours lecture, 4 hours laboratory. Prerequisite: 201 or 301.
- 423-5. INDUSTRIAL FERMENTATION. The application of the chemical activities of microorganisms to the industrial production of beverages, foods, antibiotics, and various commercial chemicals. 3 hours lecture, 4 hours laboratory. Prerequisites: 201 or 301 and organic chemistry.
- 424A-2 to 3. SOIL MICROBIOLOGY. (Same as Plant Industries 424A.) Numbers, characteristics, and biochemical activities of soil microorganisms, with particular consideration of their role in the transformations of organic matter, nitrogen, and minerals as related to soil fertility and management. Lectures. Prerequisite: Botany 101.
- 424B-2. SOIL MICROBIOLOGY LABORATORY. (Same as Plant Industries 424B.) Experiments designed to determine numbers, and to study the characteristics and biochemical activities of the soil microflora as related to fertility. Prerequisites: 100 or 301, 424A.
- 425-3. BIOCHEMISTRY AND PHYSIOLOGY OF MICROORGANISMS. The chemical basis of physiological functions in microbial cells with emphasis on the pathways of metabolism common to all living things. 3 hours lecture. Prerequisites: 201 and organic chemistry.
- 426-2. BIOCHEMISTRY AND PHYSIOLOGY OF MICROORGANISMS. 4 hours laboratory. Prerequisite or corequisite: 425.
- 441-3. VIROLOGY. Properties, cultivation and titration of viruses and rickettsiae; cellular infection, multiplication and liberation of virus; immunological reactions and serological identification; haemagglutination and interference phenomena. Consideration of selected viral and rickettsia diseases of animals. 3 hours lecture. Prerequisite: 403.
- 442-2. LABORATORY STUDIES IN VIROLOGY. Cultivation and titration of bacterial, plant and animal viruses; immunological reactions and serological identification; haemagglutination and interference phenomena. 4 hours laboratory. Prerequisite or corequisite: 441.
- 451-4. IMMUNOLOGY. Natural and acquired immunity; antigens, antibodies and antigen-antibody reactions; hypersensitivity; practical use of immunity and hypersensitivity. 4 hours lecture. Prerequisite: 403.
- 452-2. IMMUNOLOGY LABORATORY. Study of natural and acquired immunity: phagocytosis, antibody production, antigen-antibody reaction. Blood grouping and gel diffusion. Anaphylaxis. Titration of antisera, toxins, etc. in-vivo. 4 hours laboratory. Prerequisite or corequisite: 451.

Courses on the 500 level are for graduate students only.

- 500-2 to 6. SEMINAR.
- 501-2. GENETICS OF MICROORGANISMS. The general principles of genetic analysis with accent on tetrad analysis of yeast. 2 hours lecture.
- 503-2. CYTOLOGY OF MICROORGANISMS. Problems involved in the behavior of chromosomes at meiosis with special consideration of genetical data. 2 hours lecture.

- 504-5. METHODS OF MICROBIOLOGICAL RESEARCH. The recognition and plan of attack upon unsolved problems in microbiology. 3 hours lecture.
- 505-1. THE YEAST.
- 506-2. BIBLIOGRAPHICAL METHODS IN MICROBIOLOGY. Methods of communication of information in microbiology. 1 hour lecture, 2 hours laboratory.
- 511, 512, 513-3 to 15. RESEARCH.
- 525-3. BIOCHEMISTRY AND PHYSIOLOGY OF MICROORGANISMS. A continuation of 425.
- 526-2. BIOCHEMISTRY AND PHYSIOLOGY OF MICROORGANISMS. A continuation of 426. 4 hours laboratory. Prerequisite or corequisite: 525.
- 527-2. SPECIAL TOPICS IN THE COMPARATIVE PHYSIOLOGY OF MICROORGANISMS. A review of recent research.
- 528-1 to 10. READINGS IN MICROBIOLOGY. Supervised readings for qualified graduate students.
- 550-4. MICROBIOLOGY FOR HIGH SCHOOL TEACHERS. Principles of microbiology with emphasis on the relation of the microbial world to plants and animals. Information regarding materials and methods applicable to high school biology courses. 2 lectures and 2 laboratory periods or field trips per week.
- 552-1. SEMINAR IN BIOLOGICAL SCIENCES. Discussion of topics in biology of particular interest to high school biology teachers.
- 599-3 to 9. THESIS.
- 600-3 to 48. THE DISSERTATION FOR DOCTORAL CANDIDATES. Hours and credit to be arranged.

## MUSIC

The music major curriculum in the College of Liberal Arts and Sciences is designed for students who wish to specialize in music as part of their general cultural education. It is also designed to provide a background training for those who may plan to pursue advanced studies in such fields as music criticism, aesthetics, etc. Students in the program are required to take at least one year of French and German.

A music major in this college requires a minimum of sixty hours in music and must include 105, 106, 107 (twelve hours); 205, 206, 207 (twelve hours); 330, 331, 332 (twelve hours); applied music (twelve hours); electives in music (twelve hours).

This sixty hour requirement conforms to the accreditation requirement of forty semester hours for the Bachelor of Arts degree with a major in music which has been specified by the National Association of Schools of Music.

## PHILOSOPHY

Professor George E. Axtelle, D.Ed. (California)	1959
Professor Baker Brownell, A.M. (Harvard), Emeritus (1954)	1952
Professor Willis Moore, Ph.D. (California), Chairman	1955
Professor Charles D. Tenney, Ph.D. (Oregon)	1931
Associate Professor James A. Diefenbeck, Ph.D. (Harvard)	1950
Associate Professor William Henry Harris, Ph.D. (Boston)	1956
Associate Professor George K. Plochmann, Ph.D. (Chicago)	1949
Assistant Professor George T. McClure, Ph.D. (Ohio State)	1958
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Visiting Professor Henry N. Wieman, Ph.D. (Harvard)	1956-60
Lecturer Sarasvati Chennakesavan, Ph.D. (Madras University, India)	1958-60

The four hour requirement in either philosophy or psychology in the College of Liberal Arts and Sciences may be satisfied by taking any two of the elementary 100-level courses or any single 200- or 300-level course. Prerequisites apply only where specifically stated.

The courses 100, 120, 121, 140, 160, and 170 present an introduction to philosophic ideas, problems, and vocabulary. They may be taken without regard to whether the student plans to major or minor in philosophy.

The minor consists of twenty-four hours, of which four may be in 100-level courses. The department urges that minors include in their program the history of philosophy sequence 381, 382, and 383.

A major consists of forty-two hours of course work above the 100 level. The major program must include the history of philosophy sequence and such other courses as may be agreed upon in conference with the chairman of the department.

## COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

100-2. SCIENCE AND THE NATURE OF THE WORLD. Introduction to scientific knowledge and its relation to philosophy. Topics drawn from many sciences presented without assuming any prior acquaintance with the sciences: infinity, cause, necessity, nature and the machine, perception, etc.

- 120-2. PRACTICAL LOGIC I. Introduction to accurate thinking, and the proper use of the resources of language, covering such topics as signs and symbols, definition, metaphor, fallacies, propaganda analysis, implication, and syllogism.
- 121-2. PRACTICAL LOGIC II. Popular but inadequate ways of gathering and summing up information in contrast with the more reliable procedures of common sense and science.
- 140-2. IDEAS OF GOOD AND EVIL. Elementary exploration of human purposes in terms of the good, faith and knowledge, human destiny and progress, freedom, democracy.
- 160-2. THE MEANING OF ART. Significance of the arts, developed by considering selected works from architecture, painting, literature, and music.
- 170-3. VALUES IN THE MODERN WORLD. A critical examination of basic moral, religious, aesthetic, and intellectual values of western civilization as these are expressed in selected works of art, music, literature, and philosophy. Attention will be given to alternative value systems and other forces which challenge these values today.
- 200-4. TYPES OF PHILOSOPHY. Study of realism, idealism, and materialism.
- 300-4. ELEMENTARY METAPHYSICS. Presentation of answers to the most general problems of existence. An attempt to unify all scientific approaches to reality through the laying down of common principles.
- 301-4. PHILOSOPHY OF RELIGION. An analysis of problems in the psychology, metaphysics, and social effects of religion. Among topics discussed are the nature of mystical experience, the existence of God, and problems of suffering, prayer, and immortality.
- 302-4. WORLD RELIGIONS. An historical and comparative study of the principal religions of the world. Particular attention is given to such non-Christian faiths as Hinduism, Buddhism, and Islam.
- 303-4. ORIENTAL PHILOSOPHY. An examination of the historical backgrounds and contemporary expressions of the great traditions in Indian, Chinese, and Japanese thought. The Vedanta and Zen Buddhism will receive particular attention.
- 305-4. PHILOSOPHY OF SCIENCE. A nontechnical discussion of philosophic problems as they emerge from the various sciences, with readings from works addressed to the lay public.
- 320-4. GENERAL LOGIC. Terms, propositions, and reasoning. Logic as an instrument for the solution of problems in natural and social sciences.
- 340-4. ELEMENTARY ETHICS AND POLITICS. Problems of right and wrong for the individual and society.
- 355-4. PHILOSOPHY OF EDUCATION. Survey of theories of education and their relationships to educational policies and practices, as elucidated by the great teachers. Satisfies the education requirement, Education 355.
- 360-4. PHILOSOPHY OF ART. The significance of art as a human activity, its nature and standards as seen in the problems of criticism, and the relation of art to other forms of knowledge.
- 381-4. GREEK AND EARLY CHRISTIAN PHILOSOPHY. Presocratics, Plato, Aristotle, and the early Christians.
- 382-4. MEDIEVAL AND EARLY MODERN PHILOSOPHY. Problems of medieval philosophy and their restatement in the seventeenth and eighteenth centuries. Aquinas, Descartes, Locke, and others.

- 383-4. RECENT PHILOSOPHY. Kant, Hegel, and such figures as Schopenhauer, Mill, and Bergson.
- 386-4. AMERICAN PHILOSOPHY. A survey of American philosophic thought from colonial days to the present, with emphasis on such recent thinkers as Peirce, James, Royce, Dewey, and Santayana.
- 406-4. PHILOSOPHY OF BIOLOGY. Leading concepts of biological sciences: species, evolution, life, organism and part, etc. Abstract ideas of biology are related, wherever possible, to specific experiments recorded in scientific literature. Prerequisites: 300 or 320, and three laboratory or field courses in the biological sciences or consent of instructor.
- 420-4. ADVANCED LOGIC. A careful study of symbolic and discursive systems of logic: Aristotle, Spinoza, Boole, Whitehead, and Johnson. Prerequisites: 320 and consent of instructor.
- 441-4. PHILOSOPHY OF POLITICS. Some of the central problems of modern political life, such as sovereignty, world government, authority and consent, the relations of economics and social studies to political theory. Prerequisite: 140 or 340 or consent of instructor.
- 443-4. PHILOSOPHY OF HISTORY. Classical and contemporary reflections on the nature of history and historical knowledge as the basis for dealing with the humanities. Prerequisite: consent of instructor.
- 460-4. ADVANCED PHILOSOPHY OF ART. The definition of art, its relations to science, culture, and morals; the various types of art defined. Familiarity with at least one of the fine arts is assumed. Prerequisites: 160 or 360, and six courses in music, painting, sculpture, literature, or drama.
- 490-2 to 12. SPECIAL PROBLEMS. Hours and credits to be arranged. Courses for qualified seniors and graduates who need to pursue certain topics further than regularly titled courses permit. Special topics announced from time to time. Students are invited to suggest topics for individual study and papers or for group study. Consent of instructor in all cases required.

Courses on the 500 level are for graduate students only.

- 500-2 to 4. SEMINAR IN METAPHYSICS. Study of recent writers and current problems in metaphysics with the intent of familiarizing the student with the traditional problems of the area.
- 501-2 to 4. SEMINAR IN THE PHILOSOPHY OF RELIGION. Analysis of a selected problem in philosophical theology or the psychology of religion, or of the work of a particular thinker. Recent seminars have been on Paul Tillich and Henry Nelson Wieman.
- 530-2 to 4. SEMINAR IN THEORY OF KNOWLEDGE. Examination of a contemporary writer or problem in epistemology. Special emphasis is given to the problem of the reliability and structure of scientific knowledge.
- 551-4, 552-4, 553-4. PHILOSOPHIC PROBLEMS OF CONTEMPORARY CIVILIZATION. An examination of the crisis in contemporary civilization. The reconstruction of ideas and values involved and an analysis of crucial problems in terms of this intellectual reconstruction.
- 581-2 to 4. SEMINAR IN PLATO. A thorough study of several of the dialogues. Lectures on the system of Plato as a whole, discussions and reports on the readings.

- 582-2 to 4. SEMINAR IN ARISTOTLE. The philosophic ideas of Aristotle. Intensive reading of several texts, illustrating widely varied portions of his thought.
- 586-2 to 4. SEMINAR IN SPINOZA. Analysis of the *Improvement of the Understanding* and the *Ethics*. Lectures relating Spinoza to the medieval tradition and to his contemporaries. Discussions and reports.
- 588-2 to 4. SEMINAR IN KANT. The three great *Critiques* in their relation to the development of Kant's total philosophy. Intensive study of one of the *Critiques*.
- 589-2 to 12. GENERAL GRADUATE SEMINAR.
- 590-2 to 12. GENERAL GRADUATE SEMINAR. Courses designed for students having special interests in the history of philosophy and the original systematic development of philosophic ideas. Subjects, meetings, and procedures to be arranged at the first meeting of each course. Prerequisite: consent of instructor. Hours to be arranged.
- 591-1 to 5. READINGS IN PHILOSOPHY. Supervised readings for qualified students. Consent of instructor required.
- 599-2 to 9. THESIS.

## PHYSICS AND ASTRONOMY

Professor Martin Joseph Arvin, Ph.D. (Illinois)	1949
Professor Charles J. Brasefield, Ph.D. (Princeton), Chairman	1954
Professor Walter G. Waddy, Ph.D. (Michigan)	1956-57
Professor Richard Elvis Watson, Ph.D. (Illinois)	1940-42; 1958
Professor Otis B. Young, Ph.D. (Illinois)	1929
Associate Professor Charles Wilson Malich, Ph.D. (Rice)	1958-59
Assistant Professor Reginald Deering, Ph.D. (Yale)	1957-58
Assistant Professor John A. Eisele, Ph.D. (Ohio State)	1959
Assistant Professor Van Olin Nicolai, Ph.D. (Illinois)	1957-59
Assistant Professor Charlotte Zimmerschied, M.A. (Minnesota)	1927
Instructor Jason J. Collins, M.S. (Southern Illinois)	1955
Instructor Robert C. Etherton, M.S. (Southern Illinois)	1955
Instructor James L. Harbison, M.S. (Illinois)	1957

Undergraduate courses in physics may be taken as a major by students in the College of Liberal Arts and Sciences and in the College of Education.

In addition to the general degree requirements and the requirements for the college in which the student is enrolled the required courses constituting a major in physics are 211, 212, 213, (or 206, 207, 208 with consent of department), 301, 302, 305, 306, 314, and three of the following: 303, 310, 405, 414; Mathematics 111, 112, 113, 251, 252, 253, 305, 306.

Additional courses recommended for a major in physics: Chemistry 111, 112, 113; German 101, 102, 103.

Recommended electives for a major in physics: Mechanical Drawing, Machine Shop.

Suggested courses for a minor in physics for a student who is taking calculus: 211, 212, 213 and two of the following: 305, 306, 314, 310 303.

Suggested courses for a minor in physics for a student who does not plan to take calculus: 206, 207, 208 and two of the following: 310, 312, 325.

## *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 level are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

### PHYSICS COURSES

- 101-4, 102-4. SURVEY COURSE IN PHYSICS. Mechanics, light, and sound covered in 101; heat and electricity in 102. For students whose chief interests are not in the physical sciences (101 and 102 are not credited toward a major or minor in physics). Pre-engineers and physics majors to take 211, 212, and 213. Other science majors, including pre-medical students, should take 206, 207, and 208.
- 206-5. COLLEGE PHYSICS (MECHANICS AND SOUND). The general physics course covered in 206, 207, and 208 is designed to meet pre-medical requirements in physics and the needs of all students majoring in one of the sciences, except physics. Prerequisite: Mathematics 111, 112 (or 112 concurrently).
- 207-5. COLLEGE PHYSICS (ELECTRICITY AND MAGNETISM). A continuation of 206. Prerequisite: 206.
- 208-5. COLLEGE PHYSICS (HEAT AND LIGHT). A continuation of 206 and 207. Prerequisite: 206.
- 211-5. UNIVERSITY PHYSICS (MECHANICS AND SOUND). Physics 211, 212, and 213 together constitute a thorough course in basic physics for physics majors and pre-engineers. Prerequisite: Mathematics 251 (or concurrent enrollment).
- 212-5. UNIVERSITY PHYSICS (ELECTRICITY AND MAGNETISM). A continuation of 211. Prerequisite: 211 and Mathematics 252 (or concurrent enrollment in Mathematics 252).
- 213-5. UNIVERSITY PHYSICS (HEAT AND LIGHT). A continuation of 211 and 212. Prerequisite: 211 and Mathematics 252 (or concurrent enrollment in Mathematics 252).
- 301-3, 302-3. MECHANICS. An intensive study of advanced mechanics, using vector notation. Emphasis on kinematics and particle dynamics. Prerequisite: 206 or 211; and Mathematics 253 (or concurrent enrollment in Mathematics 253).
- 303-5. HEAT. A study of the methods of temperature measurement; theory and measurement of specific heats, thermal expansion and heat transfer; radiation laws; phase changes; and an introduction to thermodynamics. Prerequisite: 208 or 213, and Mathematics 253.
- 305-5, 306-5. INTRODUCTION TO ELECTRIC THEORY I, II. A two-

- quarter course covering electrostatic fields in vacuum and in matter, electromagnetic fields and electromagnetic induction, linear circuits with direct currents and with alternating currents; and electromagnetic radiation. Prerequisite: 207 or 212 and Mathematics 253.
- 308-5. SOUND. Theory of vibrations and sources of sound, transmission, reception, and measurement of sound energy. Prerequisite: 206 or 211 and Mathematics 251.
- 310-5. LIGHT. A study of light propagation and optical instruments; interference, diffraction and polarization of light. Prerequisite: 208 or 213.
- 312-5. RADIO. A study of radio receivers and transmitters. Prerequisite: 207 or 212.
- 314-5. INTRODUCTION TO MODERN PHYSICS. A general survey of atomic physics including elementary atomic structure, thermionics, the photoelectric effect, gas discharges, optical spectra, x-rays, mass spectra, and introduction into nuclear physics. Prerequisite: 207 and 208 (or 212 and 213) and Mathematics 253 (or concurrent enrollment in Mathematics 253).
- 316-5. HISTORY OF PHYSICS. A study of the development of physical concepts and theories, and of contemporary physical research. Designed particularly for students planning to teach.
- 325-5. ATMOSPHERIC PHYSICS. A study of the fundamental physical processes in the atmosphere; the important role of water vapor; thermodynamic processes; radiation equilibrium; the general equations of motion; the growth of cyclic circulations; optical and electrical phenomena. Prerequisite: 208 or 213, or consent of instructor.
- 326-3. GEOPHYSICS. A survey of some of the principal applications of physics in the development of the earth-sciences; explanations of the origin of the earth; investigation and explanation of the shape and gross structure of the earth; determination of the age of the earth and some its constituents. Prerequisite: 206 or 211, or consent of instructor.
- 327-3. ATMOSPHERIC ELECTRICITY AND GEOMAGNETISM. A description of the more important phenomena of atmospheric electricity and geomagnetism, how these are measured and present theories regarding the origin of the basic phenomena in these fields. Prerequisite: 207 or 212, or consent of instructor.
- 402-5. CONTEMPORARY PHYSICS. A survey course in atomic and nuclear physics. Offered principally for high school teachers who wish a refresher course covering recent developments in physics. Prerequisites: 206, 207, 208; or 211, 212, 213; or consent of instructor.
- 405-5. ELECTRONICS. Alternating current theory, including circuit analysis by the use of complex numbers; a study of various types of electronic tubes and electronic devices, and their use in circuits which are frequently encountered in experimental physics, including power supplies, amplifiers, oscillators, electronic meters, electronic relays, and scalars. Prerequisites: 305, 306.
- 410-5. PHYSICAL OPTICS. A theoretical and experimental study of light as electromagnetic energy; its production, detection, and measurement. Prerequisites: Mathematics 253 and three advanced physics courses.
- 414-5. RECENT DEVELOPMENTS. Emphasis is placed on developments in the field of nuclear physics. Prerequisite: 314.

- 420-2 to 5. SPECIAL PROJECTS I. Each student is assigned a definite investigative topic. Adapted to advanced undergraduate students. Prerequisites: 301, 305, 306.
- 421-2 to 5. SPECIAL PROJECTS II. A continuation of 420. Credit in 420 and 421 not to exceed nine hours. Prerequisite: 420.
- 425-5. ELECTRICAL PHENOMENA IN GASES. Excitation and ionization of gas atoms; diffusion of ions; space charge; glow and arc discharges. Prerequisites: 305, 306.
- 430-2. PHYSICAL LITERATURE. A study of source materials in the field of physics. Also library search on special subjects. Prerequisite: integral calculus, three advanced physics courses, and one year of German.
- 440-3. INTRODUCTION TO QUANTUM MECHANICS. Eigenvalue problems and eigenfunctions, operators, state functions, use of Schrödinger's equation to solve simple harmonic oscillator and other problems, matrix mechanics and relation to Schrödinger's equation, time-dependent states and time-dependent Schrödinger equation, effect of electron spin, and Pauli exclusion principle. Prerequisite: Mathematics 470 or consent of instructor.

Courses on the 500 level are for graduate students only.

- 501-5. METHODS OF THEORETICAL PHYSICS I. A survey of classical theoretical physics, with emphasis on advanced dynamics. Vector analysis used throughout. Prerequisites: 301, 302, 305, 306, Mathematics 305, 306.
- 502-5. METHODS OF THEORETICAL PHYSICS II. A continuation of 501, with emphasis on hydrodynamics, thermodynamics, statistical mechanics, and kinetic theory of gases. Prerequisite: 501.
- 503-5. METHODS OF THEORETICAL PHYSICS III. A continuation of 502, with emphasis on electrodynamics including radiation theory. Prerequisite: 502.
- 507-5. ADVANCED ELECTRICAL THEORY I. Advanced study of the theory of electrostatics, dielectrics, conductors, non-ohmic circuits elements, chemical, thermal, and photoelectric effects, and conduction in gases. The vector notation introduced at the beginning and used throughout. Prerequisites: 305, 306, Mathematics 305, 306.
- 508-5. ADVANCED ELECTRICAL THEORY II. Prerequisite: 507.
- 520-2 to 5. SPECIAL PROJECTS. Each student assigned a definite investigative topic requiring considerable resourcefulness and initiative. Prerequisite or corequisite: 501.
- 521-2 to 5. ADVANCED RESEARCH. A continuation of 520. Prerequisite: 520.
- 590-1 to 5. RESEARCH IN PHYSICS (THESIS). 1-5 hours each term. The total in this group not to exceed 9 hours. Prerequisite or corequisite: 501.

#### ASTRONOMY COURSES

- 201-4, 202-4. INTRODUCTION TO ASTRONOMY. These two terms together constitute a single complete course. Four recitations a week, together with frequent evening observations with and without telescope.
- 301-4, 302-4. ASTRONOMY. A more advanced course, similar to 201 and 202, for senior college students.

## PHYSIOLOGY

Professor Francis R. Hunter, Ph.D. (Princeton)	1956-57
Professor H. M. Kaplan, Ph.D. (Harvard), Chairman	1949
Associate Professor Frank J. Finamore, Ph.D. (Florida State)	1955
Associate Professor George Hiram Gass, Ph.D. (Ohio State)	1959
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Adjunct Professor Eli L. Borkon, Ph.D., M.D. (Chicago)	1954

A major in physiology requires a minimum of forty-two hours, and a minor twenty-four hours. Prospective majors should consult with the departmental chairman for a suggested curriculum. A background of basic courses in physics, chemistry, and mathematics is required. Elementary courses in either zoology or botany are recommended.

### COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students. Those on the 500 level are for graduate students only.

209-5. INTRODUCTION TO PHYSIOLOGY. A survey of the functions of the human body. Designed for students in various fields desiring a basic but comprehensive knowledge of human physiology. Physiology majors should not take this course. Three hours lecture and four hours laboratory per week.

300-4. HUMAN ANATOMY. Lectures, demonstrations, and periodic observation of the prosected body. Lectures confined to bones, joints, muscles, and nerves. Primarily for majors in physical education. Four hours lecture per week.

One section called 300N is reserved for nursing students. All bodily systems are reviewed. A three-hour laboratory is substituted for one of the lectures.

315, 316, 317-5. ADVANCED COLLEGE PHYSIOLOGY. The lectures emphasize mammalian and human physiology whereas the laboratory involves function throughout the vertebrate classes. (Course 315, Blood, Circulation, and Respiration; Course 316, Digestion, Excretion, Endocrines; Course 317, Nervous System, Sense Organs). These courses are necessary for majors and for students requiring a strong background knowledge particularly of mammalian function. Three hours lecture and four hours laboratory per week.

401-2 to 6. SEMINAR. Open to graduates and undergraduates with adequate training in physiology, physics, and chemistry.

410-5, 411-5, 412-5. ADVANCED ANATOMY. Dissection of the human body.

Primarily for majors in physiology and other biological sciences. Not a premedical course. 2 hours lecture, 6 hours laboratory.

- 414-4. PHYSIOLOGY OF SPEECH. The anatomy and physiology of the vocal apparatus. Primarily for majors in speech pathology. 3 hours lecture, 2 hours laboratory.
- 415-4, 416-4. EXPERIMENTAL ANIMAL SURGERY I, II. Preparation of animals for surgery, anesthesia, instruments, care of animal quarters, selected exercises. 416 may be elected independently of 415. 2 hours lecture, 4 hours laboratory.
- 417-3. PRINCIPLES OF PHARMACOLOGY. Action of drugs and other chemical substances upon the living organism. Physiological and biochemical events resulting from the action of drugs. Pharmacodynamics, chemotherapy, toxicology, and therapeutics. Prerequisites: basic courses in chemistry and biological sciences. 2 hours lecture, 2 hours laboratory.
- 418-3. PRINCIPLES OF PHARMACOLOGY. Continuation of 417. 2 hours lecture, 2 hours laboratory.
- 420-3. PHYSIOLOGY OF EXERCISE. The effects of activity upon the human organism. 3 hours lecture and demonstrations.
- 421-1 to 6. READINGS IN CURRENT PHYSIOLOGICAL LITERATURE. Supervised reading in current topics. Open only by permission.
- 430-4, 431-4, 432-4. GENERAL (CELLULAR) PHYSIOLOGY. The nature and mechanism of the living cell. Chemical and physical aspects of vital activity. Required for majors in physiology. Recommended for students interested in biochemistry and biophysics. 3 hours lecture, 2 hours laboratory.
- 433-4. COMPARATIVE PHYSIOLOGY. Fundamental physiological processes and the manner in which they vary in various groups of animals. Recommended for majors in physiology and for students in other biological sciences. 3 hours lecture, 2 hours laboratory.
- 450-4 to 16. SPECIAL PROBLEMS IN PHYSIOLOGY. Selected problems in various aspects of physiology. 8 hours laboratory. Open only by permission.
- 455-2. PHYSIOLOGICAL PROBLEMS IN REHABILITATION. Designed specifically for the Rehabilitation Counseling Program. Problems of the handicapped. Not for physiology majors. 2 hours lecture.
- 470B-3. RESEARCH FOR BIOLOGY TEACHERS. Laboratory experience in research methods for teachers of biology and general science.

Courses on the 500 level are for graduate students only.

- 500-1 to 6. ADVANCED SEMINAR. One meeting per week. 1 credit per quarter. Formal presentation of research and/or current literature in physiology. Required of all majors each quarter in residence.
- 519-3. EXPERIMENTAL PHARMACOLOGY. Exercises to familiarize the student with advanced physiological investigation. Prerequisites: strong background in chemistry and the biological sciences. 1 hour discussion, 4 hours laboratory.
- 520A-4, 520B-4, 520C-4. PHYSIOLOGICAL TECHNIQS. (1) Analysis of protoplasmic components of tissue extracts under a variety of physiological conditions using chemical procedures. (2) Gas analysis and metabolic methods in physiology. (3) Biophysics. Instrumentation for the

recording of the physiologic activity of living tissues and organs. Use of channel recorders. Prerequisite: undergraduate major in any of the biological or physical sciences. Offered as three consecutive courses. 2 hours lecture, 4 hours laboratory.

530A-4, 530B-4. ADVANCED CELLULAR PHYSIOLOGY. A detailed consideration given to basic physiological processes such as permeability, active transport, metabolic cycles, energy transformations, and bioelectric potentials. Selected projects undertaken by the students in the laboratory. Prerequisite: 430 or equivalent. 2 hours lecture, 4 hours laboratory.

540A-4, 540B-4. ADVANCED COMPARATIVE PHYSIOLOGY. A comparative study of the physiological systems in animals. Subjects such as nitrogen metabolism, carbohydrate metabolism, and water balance of organisms will be given. 2 hours lecture, 4 hours laboratory. Prerequisites: 430 or 433 or equivalent, and organic chemistry.

550-3. RADIATION BIOLOGY. Theory and specific applications of isotopes in physiology are emphasized, and opportunity given to learn how to handle radioactive materials in the laboratory. 2 hours lecture, 2 hours laboratory. Prerequisite: 430 or equivalent, general physics, biochemistry or equivalent.

590-5 to 20. METHODS AND PROBLEMS IN RESEARCH. Selected research problems in various aspects of biologic science. Prerequisite: consent of instructor.

599-3 to 9. THESIS.

## PSYCHOLOGY

Professor Noble H. Kelley, Ph.D. (Iowa), Chairman	1951
Professor William C. Westberg, Ph.D. (Pennsylvania State)	1952
Associate Professor Israel Goldiamond, Ph.D. (Chicago)	1955
Associate Professor Jack W. Graham, Ph.D. (Purdue)	1951
Associate Professor Leslie F. Malpass, Ph.D. (Syracuse)	1952
Associate Professor John G. Martire, Ph.D. (Michigan)	1956
Associate Professor Richard S. Melton, Ph.D. (Minnesota)	1957
Associate Professor Hobert Glenn Osburn, Ph.D. (Michigan)	1957
Associate Professor Robert A. Schaef, Ph.D. (Pittsburgh)	1958
Associate Professor Guy A. Renzaglia, Ph.D. (Minnesota)	1955
Associate Professor Forrest B. Tyler, Ph.D. (Ohio State)	1952
Assistant Professor Neil Alan Carrier, Ph.D. (Michigan)	1957
Assistant Professor Ernest J. Doleys, Jr., Ph.D. (Missouri)	1959
Assistant Professor Janet Rafferty, Ph.D. (Ohio State)	1955
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Adjunct Professor Robert Carl Steck, M.D. (Illinois)	1956
Lecturer John J. McCarty, M.S. (Southern Illinois)	1955-59
Lecturer Howard N. Sloane, Jr., M.S. (Pennsylvania State)	1959-60

The Department of Psychology offers a major and a minor sequence for the Bachelor of Arts degree in the College of Liberal Arts and Sciences. A major sequence requires a minimum of forty-two hours; a minor sequence a minimum of twenty-four hours.

The department offers two major sequences: one, for students planning to enter a graduate department of psychology; and a second, for students planning to terminate the study of psychology at the baccalaureate level.

Required courses for students in both majors are 201, 301, 305, 307, 310; Mathematics 220; Physiology 209. In addition, students planning graduate study in psychology will take 311 or 312; one course selected from 404, 406, or 407; and either 431 or 440. Students in the other sequence will take 440 and may elect 431 or 432. Additional elective courses may be selected from the course offerings.

For further information and advisement, consult the Department of Psychology.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 201-4. **INTRODUCTORY PSYCHOLOGY.** Introduction to the psychological study of man and his behavior. Prerequisite: sophomore standing.
- 301-2-4. **CHILD PSYCHOLOGY.** The total integrated psychological development of the child, with special consideration given to the influence of interpersonal relations in the home and school. Prerequisite: 201.
- 303-3. **ADOLESCENT PSYCHOLOGY.** An understanding of development through the adolescent years; its relationship to development in childhood, and the special problems of adjustment in this period. Prerequisite: 201.
- 304-4. **PSYCHOLOGY OF MATURITY AND OLD AGE.** Consideration of the psychological problems of the adjustment of adults, including problems of later life and old age. Prerequisite: 201.
- 305-4. **PERSONALITY DYNAMICS.** An intensive study of the nature of the human personality, its development, its deeper motivations, the emergence of patterns, and the methods of personality change. Prerequisite: 201.
- 307-4. **SOCIAL PSYCHOLOGY.** Introduction to the psychological approach to the field of Social Psychology. Prerequisite: 201.
- 310-4. **RESEARCH METHODS IN PSYCHOLOGY.** Major research methods used by psychologists. Differential methods; naturalistic observation and other field procedures; clinical methods. Appropriate use of methods,

- laboratory experience with them, and nature of results these methods yield. Lecture and laboratory. Prerequisite: 201.
- 311-4. EXPERIMENTAL PSYCHOLOGY I. Course 311 and 312 are a sequence in which laboratory experience is presented as an introduction to the experimental analysis of behavior, using experimental control. Lecture and laboratory. Prerequisite: 201.
- 312-4. EXPERIMENTAL PSYCHOLOGY II. Continuation of 311. Lecture and laboratory. Prerequisite: 201.
- 320-4. INTRODUCTION TO INDUSTRIAL PSYCHOLOGY. Study of the functions of psychology as a science and as a profession in contemporary business and industry. Prerequisite: 201.
- 321-4. PSYCHOLOGICAL TESTS AND MEASUREMENTS. Principles of psychological measurement, including errors of measurement, techniques for assessing reliability, validity and multi-variate prediction problems. Lecture and laboratory. Prerequisite: 201.
- 322-4. PERSONNEL APPRAISAL AND PERFORMANCE EVALUATION. Evaluation of work performance, techniques for personnel appraisal, selection and placement methods. Lecture and laboratory. Prerequisite: 201.
- 323-4. PSYCHOLOGY OF EMPLOYEE RELATIONS. Job satisfaction and morale, psychological aspects of labor relations, interviewing methods, human relations training. Lecture and laboratory. Prerequisite: 201.

### *RESEARCH METHODOLOGY AND ADVANCED GENERAL*

- 401-4, 402-4, 403-4. PROSEMINAR IN GENERAL PSYCHOLOGY I, II, III. Basic conceptual and methodological problems in the study of behavior. Sequence deals with systems and history, scientific methods in psychology, psychological measurement, individual differences, comparative psychology, genetic and neural processes, sensory processes, perception, learning, thinking and reasoning, developmental psychology, social processes, and personality. To be taken in sequence. Prerequisite: consent of instructor. Open to graduate students in other departments by arrangement with department chairman.
- 420-3. SCIENTIFIC METHODOLOGY IN PSYCHOLOGY. Scientific methodology as an approach to investigation and classification of problems involved in understanding the psychological nature of man. Prerequisite: consent of instructor. Lecture and laboratory.

Courses on the 500 level are for graduate students only.

- 520-4, 521-4, 522-4. RESEARCH DESIGN AND INFERENCE I, II, III. 520 an introduction to psychological measurement: types of scales, introduction to scaling and psychophysical methods, reliability, sources of error, and methods of estimation. 521 a continuation of 520 with emphasis on validity and multiple measures. Experimental and clinical inference. 522 an application of standard methods to the design, analysis and interpretation of psychological experiments. To be taken in sequence.
- 523-1 to 4. RESEARCH SEMINAR. Major methods of obtaining data, use of computational and laboratory equipment, planning of research projects. Every student will be expected to submit a detailed research prospectus for group criticism. Prerequisite: 522.

- 524-4. ADVANCED RESEARCH METHODOLOGY. Application of complex experimental designs and multivariate procedures. Introduction to factor analysis and discriminatory analysis. Prerequisite: 522.
- 597-2. HISTORY AND SYSTEMS. History of psychology, with emphasis on major systematic positions and theoretical issues.

## PROFESSIONAL PSYCHOLOGY

### CLINICAL, COUNSELING, AND SCHOOL PSYCHOLOGY

#### *Personality*

- 431-4. PSYCHOPATHOLOGY. Nature and etiology of psychopathology, with consideration of current methods of treatment. Observations in a state mental hospital setting. Prerequisite: consent of instructor.
- 432-4. MENTAL HYGIENE. An integration of psychological knowledge and principles concerning factors and conditions in the personal life that tend to facilitate or to deter mental health. Mental health viewed as living creatively in an atmosphere of satisfactory interpersonal relations. Prerequisite: 305 or consent of instructor.
- 433-2, 434-2. PERSONALITY DEVELOPMENT AND MENTAL HEALTH I, II. Seminar on the basic factors in psychological development and their implications for mental health and psychopathology. 434 a continuation of 433. May be taken separately. Prerequisite: consent of instructor.
- 440-5. PERSONALITY THEORY AND DYNAMICS. Advanced course for senior students. Systematic view of theoretical contributions of major psychologists to basic understanding of dynamics of human personality. Prerequisite: psychology major or consent of instructor.
- 440A-4. PERSONALITY THEORY AND DYNAMICS. Similar to 440. For non-majors with senior or graduate standing.

Courses on the 500 level are for graduate students only.

- 530-4, 531-2. PERSONALITY THEORY AND DYNAMICS I, II. Systematic presentation and critical analysis of major formulations of personality structure. 531 a continuation of 530. Must be taken in sequence. Prerequisite: consent of instructor.
- 532-2 to 4. EXPERIMENTAL APPROACHES TO PERSONALITY. Presentation of pertinent research data in personality and critical evaluation of the methodology. Prerequisite: 530 or equivalent.
- 534-2. ADVANCED PSYCHOANALYTIC THEORY. Intensive study and critique of psychoanalytic theory and its contemporary variations. Prerequisite: consent of instructor.

#### *Counseling and Psychotherapy*

- 437-3. FUNDAMENTALS OF COUNSELING. Lecture and demonstration. Introduction to the common assumptions, dimensions, and communicative skills underlying psychological counseling. Observation utilized to supplement didactic discussion. Prerequisite: consent of instructor.
- 438-4. PSYCHOLOGICAL CONSIDERATIONS IN TREATMENT. For advanced undergraduates and graduate students entering professions in which they will be directly concerned with corrective or remedial serv-

ice. Basic psychological principles and considerations relevant to planning and conducting such treatment; potentialities and limitations of individual and group treatment; environmental manipulation.

Courses on the 500 level are for graduate students only.

- 537-4, 538-4. COUNSELING AND PSYCHOTHERAPY I, II. Systematic presentation of major approaches to counseling and psychotherapy. Critical evaluation of both theory and practice. 538 a continuation of 537 and covers psychotherapeutic theory and practice. Includes material on treatment of children and groups. Consideration of research findings and problems. Must be taken in sequence. Prerequisite: consent of instructor.

*Psychodiagnostics*

- 541-4, 542-2, 543-4, 544-4, 545-1 to 4. PSYCHODIAGNOSTICS I, II, III, IV, V. Lecture and practicum. 541 covers nature, theory, function, and clinical use of individual intelligence tests. Use of age scales and point scales, tests of deterioration, and other clinical instruments. 542 a continuation of 541. 543 covers basic theory and assumptions underlying projective techniques. Use of Rorschach method, Thematic Apperception Test, and other projective devices as measures of personality and as tools for clinical diagnosis and research. 544 a continuation of 543. 545 covers lecture and case conference. Actual case presentations. Emphasis on the integration of psychological test data as they are used for disposition and treatment purposes. Courses to be taken in sequence. Prerequisite for 541: 520 or equivalent.
- 546-3 to 4. PSYCHODIAGNOSTICS FOR SPECIAL POPULATIONS. Lecture and laboratory. Tests used in diagnostics and measurement of special populations such as retarded, blind, deaf, brain injured, and the like. Prerequisite: consent of instructor.

*Professional Aspects*

- 598-2. ETHICAL AND PROFESSIONAL PROBLEMS IN PSYCHOLOGY. Problems in the professional practice of psychology. Professional ethics, relations to other professions and the public, organization and structure of the field, current trends. Prerequisite: major in psychology or consent of instructor.

INDUSTRIAL PSYCHOLOGY

- 479-4. SOCIAL PSYCHOLOGICAL ASPECTS OF INDUSTRIAL CONFLICT. Effects of industrialization on motivations and values of workers, industrial managers, labor leaders. Consideration of industrial conflict in terms of social and psychological differences between these groups.

Courses on the 500 level are for graduate students only.

- 571-4, 572-4. INDUSTRIAL PSYCHOLOGY I, II. 571 covers motivation and morale, job satisfaction, leadership, communication, industrial relations, market research. 572 covers job analysis, employee evaluation, selection and training, human engineering, accidents. Prerequisite: 520 or equivalent.
- 573-2. SELECTION AND PLACEMENT. Proficiency measurement, selection

and validation of test batteries, use of the interview and personal history data in selection, quota, and classification problems, administration of a selection program. Prerequisite: 524 or consent of instructor.

574-2. **PSYCHOLOGY OF INDUSTRIAL RELATIONS.** Analysis of psychological factors involved in industrial organization, employer-employee relations, and union-management relations. Prerequisite: 572 or consent of instructor.

576-2 to 4. **HUMAN ENGINEERING.** Analysis of man-machine systems, human factors in the design of display and control systems, limitations and capabilities of the human operator. Prerequisites: 511, 524, 572.

## GENERAL PSYCHOLOGY

### CHILD AND DEVELOPMENTAL

451-4. **PSYCHOLOGICAL DEVELOPMENT.** The process of individual development and maturation through adolescence. Relations to the general field of psychology.

Courses on the 500 level are for graduate students only.

552-2 to 4. **EXPERIMENTAL CHILD PSYCHOLOGY.** Research topics and methodological problems specific to children. Emphasis on the child as an experimental subject. Prerequisite: 451.

554-2. **THEORETICAL APPROACHES TO THE STUDY OF THE CHILD.** Consideration given to data from various theories, including cross-cultural studies. Prerequisite: consent of instructor.

556-2 to 4. **PSYCHOLOGICAL TREATMENT OF THE CHILD.** Lecture and laboratory. Investigation of personality and behavior problems. Etiological factors and methods of treatment. Prerequisite: 451 or equivalent.

### SOCIAL PSYCHOLOGY

461-4, 462-2. **ADVANCED SOCIAL PSYCHOLOGY I, II.** 461 covers general principles of social psychology with major emphasis on development and functioning of social motives, social influences on behavior, language, and thought, and an introduction to small group behavior. 462 covers opinion and attitude formation, propaganda, ethnocentrism and prejudice, and national character. 461 a prerequisite for 462.

465-4. **GROUP DYNAMICS AND INDIVIDUAL BEHAVIOR.** A study of the interpersonal and intrapersonal variables affecting the organization of individuals into working units called groups; the impact of such units upon individuals taking membership in them; and the impact of individuals upon such units. One-fourth to one-third of the class time will be spent in related laboratory situations. Prerequisite: 201.

Courses on the 500 level are for graduate students only.

561-2. **OPINIONS AND ATTITUDES.** Survey of the techniques and problems applicable to collection of opinion and attitude data. Introduction to interview methods, questionnaire development, types of sampling and scaling techniques. Prerequisite: 461 or equivalent.

- 562-2 to 4. OBSERVATIONAL TECHNIQUES AND CONTENT ANALYSIS. Lecture and laboratory. Techniques of observation of social behavior, categorization and analysis of social behavior, documentary and other recorded materials. Prerequisite: 561.
- 564-2 to 4. DYNAMICS OF GROUPS. Lecture and laboratory. Basic problems in the study of small group behavior. Group structure and functioning, communication and influence patterns, group cohesiveness. Prerequisite: 461.
- 565-2 to 4. SMALL GROUP MODELS. Use of mathematical and other systematic methods in the study of small group processes. Prerequisite: 461.
- 567-2. SOCIAL ROLE THEORY. The social act, interpersonal relations, and the emergence of social roles. Prerequisite: consent of instructor.
- 568-2. SUGGESTIBILITY AND SOCIAL INFLUENCE. Study of experimental data and methodology dealing with suggestion and hypnosis. Prerequisite: consent of instructor.

#### PSYCHOLOGICAL MEASUREMENT

- 423-1 to 4. INTRODUCTION TO GROUP TESTS. Construction, standardization, validation, and interpretation of group tests of aptitude, interest, and personality.
- 424-2. PSYCHOPHYSICAL METHODS. Lecture and laboratory. Survey of the major psychophysical methods, and their applications.

Courses on the 500 level are for graduate students only.

- 525-4. MENTAL TEST THEORY. Derivation of the basic psychometric equations, effects of test length and group heterogeneity on test parameters, criteria of parallel tests, weighing and differential prediction. Prerequisite: 524.
- 526-2. DISCRIMINANT ANALYSIS. Linear discrimination functions, the generalized distance function, maximum likelihood methods, applications to selection, classification, and diagnosis. Prerequisite: 524.
- 527-2. SCALE ANALYSIS. Types of scales, major scaling methods, multidimensional scaling, applications to attitude measurement. Prerequisite: 524.
- 528-2. FACTOR ANALYSIS. Survey of factor analytic techniques with emphasis on the centroid method, practice in factoring, rotation, and interpretation of a factor structure. Prerequisite: 524.

#### LEARNING AND CONDITIONING

- 406-4. LEARNING PROCESSES. Processes by which individual behavior is changed, using procedures developed in the learning laboratory. Introduction to major concepts and data of learning.
- 407-4. THEORIES OF LEARNING I. Survey of the major learning theories emerging from the psychological laboratory.

Courses on the 500 level are for graduate students only.

- 507-2. THEORIES OF LEARNING II. Systematic analysis of a particular learning framework as an experimental approach to behavior. Consideration given alternately to various important theories.
- 508-2 to 4. BEHAVIOR THEORY. Current problems and extensions in learning theories. Prerequisite: consent of instructor.

**PERCEPTION**

- 404-4. PERCEPTION I. Introductory survey of the basic data, research methods, and theoretical approaches to perception.

Courses on the 500 level are for graduate students only.

- 504-2. PERCEPTION II. Advanced survey of the theories, data, and research methods of perception with theoretical and applied implications.

**SENSORY, PHYSIOLOGICAL, AND COMPARATIVE**

- 511-2. VISION. Nature of the visual stimulus, problems related to its psychological specification, and variables relevant to the visual sensation.
- 512-2. SENSORY PROCESSES. Psychological specialization of stimuli, and variables relevant to sensation.
- 514-4. PHYSIOLOGICAL PSYCHOLOGY. General principles of physiological psychology.
- 515-2. PSYCHOSOMATICS. Emotional processes, relationships between psychological and physiological variables.

**ADVANCED SEMINARS**

- 595-1 to 40. ADVANCED SEMINAR. Seminars for advanced students in the following areas of psychology: A. Clinical Psychology, B. Counseling Psychology, C. School-Community Mental Health Psychology, D. Industrial Psychology, E. Personality, F. Child Psychology, G. Social Psychology, H. General-Experimental Psychology, J. Teaching of Psychology, K. Rehabilitation Counseling, L. Measurement in Psychology.

**INDIVIDUAL WORK AND PRACTICUM TRAINING****THESIS AND DISSERTATION**

- 599-1 to 9. MASTER'S THESIS.
- 600-1 to 45. DOCTORAL DISSERTATION.

**PROJECTS AND READINGS**

- 490-1 to 8. INDEPENDENT PROJECTS. Independent readings and projects in psychology. Prerequisite: consent of instructor and chairman of department. Credit according to achievement.

Courses on the 500 level are for graduate students only.

- 590-1 to 16. READINGS IN PSYCHOLOGY. Readings in the following areas of psychology under staff supervision: A. General Psychology, B. Experimental Psychology, C. Research Design and Methodology, D. Personality, E. Clinical Psychology, F. Counseling Psychology, G. Social Psychology, H. Industrial Psychology, J. Child Psychology, K. School-Community Mental Health Psychology.

**RESEARCH**

591-1 to 36. **RESEARCH IN PSYCHOLOGY.** Research under staff supervision in the following areas of psychology: A. General Psychology, B. Experimental Psychology, C. Methodology, D. Personality, E. Clinical Psychology, F. Counseling Psychology, G. Social Psychology, H. Industrial Psychology, J. Child Psychology, K. School-Community Mental Health Psychology.

**PRACTICUM TRAINING**

593-1 to 18. **PRACTICUM IN PSYCHOLOGY.** Practicum experience in a professional setting is offered under staff supervision in the following areas: E. Clinical Psychology, F. Counseling Psychology, G. Social Psychology, H. Industrial Psychology, J. Child Psychology, K. School-Community Mental Health Psychology, L. Teaching of Psychology, M. Rehabilitation, N. Rehabilitation Counseling.

**RELIGION**

The educated citizen will have some knowledge of the cultural traditions contributing to our Western civilization. A great part of our heritage is directly related to the treasure of knowledge and practices of our religious traditions. Through the religious foundations, credit courses in religion provide an opportunity for every student to enjoy a fuller educational experience.

Students may present a minor in religion to satisfy the minor requirement for a degree in the College of Liberal Arts and Sciences. This minor consists of thirty quarter-hours: fifteen hours earned in courses selected from the following list (Group A) offered by the academic departments of the college; and (Group B) fifteen hours earned in courses offered by the various religious foundations. In the second group of fifteen hours, courses must be taken in at least two foundations.

Group A courses include English 209, 370, 378, 379 (only four hours may be applied toward the minor in 378 and 379); History 306, 416; Philosophy 200, 301, 340, 382; Psychology 305, 307; Sociology 333, 335, 336, 340. Descriptions for these courses may be found under the various departments.

Courses offered by the religious foundations may be secured from the foundations or from the College of Liberal Arts and Sciences.

RUSSIAN STUDIES

A minor may be earned in Russian studies which consists of a minimum of thirty hours, twelve of which must be in the Russian language (101, 102, 103, 101C, 102C, and 103C). The remaining eighteen hours may be taken from the following courses: Anthropology 354, 360; Economics 460; Geography 402; Government 453; History 372; coupled with readings or independent study in Anthropology 422; Economics 401; Geography 440; Government 421; History 410. However, only one readings course can be used in fulfillment of the thirty hours requirement and this should serve only to fill in a gap and not as a replacement for the other courses.

Students who desire a Russian studies minor are urged to take their language at the earliest possible date, and also to take History 102, English 209, and Government 391, where Russian history, literature, and government are given partial treatment. Those who take the first year language sequence in Russian should take additional courses such as Russian 201, 202, 203, 301, and 302, that treat various aspects of Russian literature.

Dr. John J. Wuest, department of government, is administrator and student adviser for the program.

SOCIOLOGY

Professor Paul J. Campisi, Ph.D. (Chicago), Chairman	1959
Professor Joseph K. Johnson, Ph.D. (Washington)	1947
Professor Herman R. Lantz, Ph.D. (Ohio State)	1951
Professor Peter Andreas Munch, Ph.D. (Oslo)	1957
Professor William J. Tudor, Ph.D. (Iowa State)	1948
Associate Professor Melvin S. Brooks, Ph.D. (Wisconsin)	1956
Associate Professor A. J. Shafter, Ph.D. (Iowa State)	1957
Assistant Professor Louis Petroff, Ph.D. (Southern California)	1940
Assistant Professor Douglas Lloyd Rennie, Ph.D. (Yale)	1956
Assistant Professor Eloise C. Snyder, Ph.D. (Pennsylvania State)	1956
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Visiting Professor Donald R. Taft, Ph.D. (Columbia)	1958-60
Visiting Professor Walter T. Watson, Ph.D. (Chicago)	1956-57
Lecturer Harold Stanley Frum, Ph.D. (Indiana)	1956-58
Lecturer Louise Johnson, A.M. (Columbia)	1957-58

Lecturer Betty Ann Goldiamond, M.A. (Columbia)	1958-60
Assistant Instructor Donald L. Roper, B.A. (Southern Illinois)	1958-59

#### APPLIED SOCIOLOGY

Research Professor Richard W. Poston, B.A. (Montana)	1953
Assistant Professor Richard C. Franklin, D.Ed. (Columbia)	1956
Instructor Ronald Vander Wiel, Master of Social Work (Washington University)	1957

The Department of Sociology offers major and minor programs for students in both the College of Liberal Arts and Sciences and the College of Education.

A sociology major with a specialization in social work is also offered. This program is intended primarily for students who plan to enter a professional school of social work.

Requirements for a general sociology major: a minimum of four hours in psychology, social anthropology, and statistics; a minimum of forty-two hours in sociology including 101, 312, 321, 400, 407, 451, with the remaining hours to be taken in courses whose second digit in the course number is 0 through 7. A background course in zoology is also recommended.

Requirements for a major in sociology with a specialization in social work: a minimum of four hours in economics, psychology, social anthropology, and statistics; a minimum of eight hours in government in the area of American national, state, and local government; a minimum of forty-two hours in sociology including 101, 102, 321, 333, 340, 373, 380, 383, 481, and 482.

### COURSE DESCRIPTIONS

Courses in sociology are listed according to fields. The second digit in a course number indicates its field. As follows:

00-09	General Sociology
10-19	Methodology and Research Techniques
20-29	Social Psychology
30-39	Social Organization and Structure
40-49	Family
50-59	Sociology of Knowledge
70-79	Special Fields
80-89	Applied Fields

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students. Those on the 500 level are for graduate students only.

*GENERAL SOCIOLOGY AND THEORY*

- 101-5. **INTRODUCTORY SOCIOLOGY.** Scientific study of human society and the various means by which individuals and groups adjust to each other and to their physical and social environment.
- 102 (202)-5. **SOCIAL PROBLEMS.** An analysis of selected contemporary social problems in their social and cultural setting such as crimes, suicide, mental illness, the vices, family disorganization, with emphasis upon their extent and significance.
- 305-4. **SOCIAL INSTITUTIONS.** Concepts of institutions; origins, development, and variability of institutions; institutional lag and change. Prerequisite: 101.
- 306 (331)-4. **SOCIAL CONTROL.** The means and principles of social controls; social institutions as factors in control; techniques of directing social action. Prerequisite: 101.
- 400 (460)-2. **CURRENT SOCIOLOGY.** Students read, report on, and evaluate content of leading sociological journals. Prerequisite: 8 hours of sociology.
- 406 (500)-3. **SOCIAL CHANGE.** Processes of social change in the modern world; culture lag and conflict of norms; individual and social problems arising from conflicting systems of social values and cultural norms. Prerequisite: 8 hours of sociology.
- 407-4. **INTEGRATED SOCIOLOGY.** Designed for senior students with a sociology major. Integration of sociological concepts and principles: society and culture, the human group, social norms and patterns, status and role, organization, structure, and function, social change. Prerequisite: 15 hours of sociology.

Courses on the 500 level are for graduate students only.

- 501-4. **SEMINAR IN EUROPEAN SOCIOLOGY I: THE FOUNDERS.** The theoretical systems of European sociologists studied from the original writings. Prerequisite: 451 or consent of instructor.
- 502-4. **SEMINAR IN EUROPEAN SOCIOLOGY II: 1860-1910.** A continuation of 501. Prerequisite: 451 or consent of instructor.
- 503-4. **SEMINAR IN EUROPEAN SOCIOLOGY III: AFTER FIRST WORLD WAR.** A continuation of 501 and 502. Prerequisite: 451 or consent of instructor.
- 504 (550)-4. **SEMINAR IN AMERICAN SOCIOLOGY I: FOUNDATIONS.** A detailed study of the writings of outstanding American sociologists. Prerequisite: 15 hours of sociology or consent of instructor.
- 505 (551)-4. **SEMINAR IN AMERICAN SOCIOLOGY II: THE SECOND GENERATION.** A continuation of 504. Prerequisite: 15 hours of sociology or consent of instructor.
- 506-4. **SEMINAR IN AMERICAN SOCIOLOGY III: MAJOR TRENDS SINCE 1920.** A survey and analysis of the major sociological trends in America since 1920; detailed study of research contributions and theoretical developments. Prerequisite: 15 hours of sociology or consent of instructor.
- 507 (560)-4. **SOCIAL PROCESSES.** Analysis of social processes and social structures arising from them. Prerequisite: 15 hours of sociology or consent of instructor.

## *METHODOLOGY AND RESEARCH TECHNIQUES*

- 312-5. SOCIOLOGICAL RESEARCH. Part played by research in development of sociology as a science. Application of scientific method to social data. Types of research. Prerequisite: 101 and 4 hours of statistics.

Courses on the 500 level are for graduate students only.

- 511-4. METHODOLOGICAL FOUNDATIONS OF THE SOCIAL SCIENCES. Social science methodology; the nature of social facts and phenomena, the formation of concepts, the application of logic in the social sciences. Prerequisites: 407 and Philosophy 420 or consent of instructor.
- 513 (408)-3, 514 (409)-3. RESEARCH TECHNIQUES I, II. Scientific research methods and techniques applied to the study of social phenomena. Discussion of the scope and purpose of social research; evaluating and interpreting social data. Prerequisite: 312 or consent of instructor.
- 516 (410)-4. SEMINAR IN METHODOLOGY. Supervised research, with practical application of research principles. Prerequisites: 511, 513, 514.

## *SOCIAL PSYCHOLOGY*

- 320-4. RACE AND MINORITY GROUP RELATIONS. Racial and cultural contacts and conflicts, causes of prejudice; status and participation of minority groups; national and international aspects of minority problems. Prerequisite: 101.
- 321-4. SOCIALIZATION OF THE INDIVIDUAL. The process of socialization in infancy, childhood, and adolescence; development of habits, attitudes, sentiments; emergence of the self; integration of the individual and society. Prerequisite: 101.
- 322 (330)-3. PROPAGANDA AND PUBLIC OPINION. Techniques and characteristics of propaganda; methods of measuring public opinion. Prerequisite: 101.
- 424 (405)-4. COLLECTIVE BEHAVIOR. The behavior of people in large groups; collective interstimulation and emotions; crowds, audiences, and publics; mass stimuli and mass response. Prerequisite: 321 or 322, or consent of instructor.
- 426 (355)-4. SOCIAL FACTORS IN BEHAVIOR AND PERSONALITY. How group situations and values affect behavior and shape personality; development of concepts, role-concepts, attitudes, values; theories of motivation; self-concepts; conflicting social values in relation to individual motivation. Prerequisite: 321 or Psychology 305, or consent of instructor.
- 427 (381)-4. PERSONALITY AND SOCIAL ADJUSTMENT. Basic mechanisms of adjustive behavior; concepts and criteria of personal integration and social adjustment; varieties of adjustive and non-adjustive behavior; theories of personal organization and disorganization; selected problems. Prerequisite: 321 or Psychology 305, or consent of instructor.
- 521 (565)-4. SEMINAR IN SOCIAL PSYCHOLOGY. Survey of theoretical systems; progress toward integrated body of behavioral theory. Prerequisite: 426.

## SOCIAL ORGANIZATION AND STRUCTURE

- 332 (520)-4. SOCIAL ORGANIZATION. An examination of the determinants of social organization; intensive analysis of institutional configurations, social stratification, and systems of social control; review of significant writing. Prerequisite: 101.
- 333 (375)-4. COMMUNITY ORGANIZATION. Factors involved in community organization; types, aims, and objectives; community diagnosis; individual case study of specific community. Prerequisite: 101.
- 335 (311)-4. URBAN SOCIOLOGY. The rise, development, structure, culture, planning and problems in early and modern cities. Prerequisite: 101.
- 336 (316)-4. SOCIOLOGY OF RURAL LIFE. The structure, functioning, and change of rural social life; study of informal groups, neighborhoods, and communities; social class and value orientation. Prerequisite: 101.
- 338 (325)-4. INDUSTRIAL SOCIOLOGY. Social organization and processes within the formal and informal structure of the industrial unit; research and experimental materials concerning social determinants of morale, status and role of the worker. Prerequisite: 101.
- 435 (319)-4. SOCIAL STRATIFICATION. A comparative study of social class systems, with emphasis on the American systems. Relationships of class position to behavior in areas such as family, religion, politics, etc. Prerequisite: 101.

Courses on the 500 level are for graduate students only.

- 533 (512)-4. ECOLOGY OF HUMAN COMMUNITIES. Spatial and temporal organization of population and institutions with special reference to the organization of rural and metropolitan communities. Emphasis on basic research methods and current sources of data in respect to type, structure, and growth of the communities. Prerequisite: 15 hours of sociology or consent of instructor.

## FAMILY

- 241 (203)-4. MARRIAGE AND PARENTHOOD. The social psychology of dating, courtship, and family relations; evaluation of research findings; problems of applying scientific principles to changing overt behavior. Prerequisite: 101.
- 340 (310)-4. THE FAMILY. The family in historic and contemporary society; evolution of the modern family; changes in family functions, structures, and roles. Prerequisite: 101.
- 445 (401)-3. SOCIOLOGY OF INFANCY AND CHILDHOOD. Influences of primary groups; origins of self- and role-concepts; relationships between early and later development; cross-cultural and inter-class comparisons. Prerequisite: 340 and 426.

Courses on the 500 level are for graduate students only.

- 542 (515)-4. SEMINAR ON THE FAMILY. The family as a field of sociolog-

- ical study. Assessment of significant historical and contemporary writing. Prerequisite: 15 hours of sociology including 340, or consent of instructor.
- 543-4. SEMINAR IN FAMILY VARIABILITY. An analysis of the structure, organization, and function of the family in several contemporary and primitive societies. Prerequisite: 15 hours of sociology including 340, or consent of instructor.
- 544-4. SEMINAR IN FAMILY RESEARCH. A detailed analysis of significant research in the field of the family. Special attention to be given to methods employed as they relate to the specific problems investigated. Prerequisite: 15 hours of sociology including 340, or consent of instructor.
- 545-4. THE FAMILY AND SOCIAL CHANGE. The significant social factors responsible for changes in the family from ancient times to present. Analysis of representative writings from several periods. Prerequisite: 15 hours of sociology including 340, or consent of instructor.

### *SOCIOLOGY OF KNOWLEDGE*

- 351 (318)-4. SOCIOLOGY OF RELIGION. Function of religious institutions in society and their relationship to other major social institutions; role in social control and group solidarity. Prerequisite: 101.
- 450-4. SOCIAL THOUGHT I: BEFORE 1800. Ancient background of Western social thought; development of modern social thought. Prerequisite: general background in history.
- 451 (455)-4. SOCIAL THOUGHT II: THE SOCIOLOGICAL MOVEMENT. Rise and development of scientific social thought in Western society. Prerequisite: background in nineteenth-century history or literature.
- 452-4. SOCIAL THOUGHT III: TWENTIETH CENTURY. A survey of important trends in contemporary social thought.
- 453-4. SOCIAL MOVEMENTS. A sociological study of modern social movements; social and cultural backgrounds, forms of expression and organization; social structure of social movements, their role and function in modern society. Prerequisite: 8 hours of sociology.

Courses on the 500 level are for graduate students only.

- 552-4. SEMINAR ON SOCIAL THOUGHT. A course of flexible contents, designed to allow a thorough study of particular aspects of social philosophy according to the student's interest and choice. Prerequisite: consent of instructor.
- 553-4. SEMINAR ON SOCIAL MOVEMENTS. The student will be expected to make a sociological study of a particular social movement or a comparative study of a particular aspect of the sociology of social movements. Prerequisite: 453 or consent of instructor.

### *SPECIAL FIELDS*

- 371 (314)-4. POPULATION AND MIGRATION. Quality and quantity of population, problems of growth, composition, distribution, differential

- fertility, international and internal migration, and control of numbers and quality. Prerequisite: 101 or equivalent in Economics, Geography or Government.
- 372 (315)-4. **CRIMINOLOGY.** The nature of crime; criminal statistics; causal factors; theories and procedures in prevention and treatment. Prerequisite: 101.
- 373 (301)-4. **JUVENILE DELINQUENCY.** Nature of juvenile delinquency; factors contributing to delinquent behavior; treatment and prevention. Prerequisite: 101.
- 374 (313)-3. **SOCIOLOGY OF EDUCATION.** Methods, principles, and data of sociology applied to the school situation; relation of the school to other institutions and groups; may be counted either as sociology or education. Prerequisite: 101.
- 471 (414)-4. **PRINCIPLES OF DEMOGRAPHY.** Techniques in analyzing and evaluating data on human population; composition, birth and death rates, life tables, migration data, estimates of future trend. Practical uses of demographic techniques. Prerequisite: 312 and 371.

### *APPLIED FIELDS*

#### **SOCIAL WORK, REHABILITATION**

- 380 (235)-4. **INTRODUCTION TO SOCIAL WORK.** The historical development, philosophy, and theory forming the basis for the professional practice of social work; processes developed and the specialties within each of them; personal and educational requirements for the career opportunities available. Prerequisite: 101.
- 383 (337)-4. **INTRODUCTION TO INTERVIEWING.** Theory and practice of interviewing as a means of gaining information, and of understanding and imparting the same. Focus is on the interview as a tool in social work, but principles are generally applicable. Prerequisite: 101 or Psychology 201.
- 472-4. **TREATMENT AND PREVENTION OF CRIME.** Principles of penology; history of punishment and prisons; criminal law, police function, criminal courts; the prison community; the juvenile court and related movements. Prerequisite: 372.
- 480-2. **HISTORY AND LEGAL ASPECTS OF REHABILITATION.** A survey of historical and legal developments in rehabilitation agencies, with particular emphasis on current theories and trends. Open only to students in the Rehabilitation Institute.
- 481-4. **PROCESSES IN SOCIAL WORK.** Theory, rationale, and practice of casework, group work, social welfare organization, and the roles of supervision, administration, and research in relation to each. Case material study and discussion with field observation and practice. Prerequisite: 380 or consent of instructor.
- 482-3. **SOCIAL WORK IN SELECTED AGENCIES.** Study of representative literature on casework in family, psychiatric, medical, school, military, child welfare, and correctional settings, and others. Case material study and discussion with field observation and practice. Prerequisite: 481.
- 486-1 to 5. **INDEPENDENT STUDY IN COMMUNITY DEVELOPMENT.**

Individual study and projects designed to fit the needs of each student.  
Prerequisite: consent of the instructor.

Courses on the 500 level are for graduate students only.

- 572-3. SEMINAR IN CRIMINOLOGY. Critical study of important research through book reviews and theoretical analyses. Prerequisite: 372 or consent of instructor.
- 573-3. SEMINAR ON THE SOCIOLOGY OF WAR. Critical analysis of the hypothesis that modern war is part and product of an inherently understandable process or integration of processes. This approach will be contrasted with the moralistic approach.
- 580-3. SUPERVISED EXPERIENCE IN REHABILITATION COUNSELING. Supervised counseling experience in social work or welfare agencies. Open only to students in the Rehabilitation Institute. Prerequisites: 480, 481, 482.
- 581-3 to 9. FIELD WORK IN REHABILITATION. Supervised field work in social work or welfare agencies. Block or concurrent placement. Open only to students in the Rehabilitation Institute.
- 585-1 to 3. SEMINAR IN REHABILITATION COUNSELING. A continuing survey of recent developments and trends in the organizational structure, functions, and team interaction of specialists devoted to rehabilitation of the handicapped. Selected problems or the role of the rehabilitation counselor in multiple settings. Prerequisite: consent of instructor. Maximum credit of 6 hours.

#### FAMILY COUNSELING

- 184 (103)-4. DATING, COURTSHIP, AND MARRIAGE. The problem of dating, courtship, and marriage in modern American society. Recommended for the single freshman student without social science background. Can not be used to fulfill general education requirements.
- 384 (402)-4. SOCIAL PROBLEMS OF LATER MATURITY AND OLD AGE. The social implications of an aging population; social adjustments to the aging process; personal adjustments to the roles and statuses of later maturity; a consideration of retirement and public assistance programs for older people. Prerequisite: 101.
- 484 (403)-3. SURVEY COURSE IN MARRIAGE COUNSELING. Survey and analysis of the field of marriage counseling; assessment of current practices and techniques in terms of contemporary sociological theory. Prerequisites: 241 and consent of instructor.

#### COMMUNITY SERVICE

- 386-4. INTRODUCTION TO COMMUNITY DEVELOPMENT. A survey of the concepts and processes of co-ordinated citizen study, planning, and action directed toward the fuller development of communities in a democratic society. Prerequisite: 4 hours of sociology.
- 387-4. ORGANIZING A COMMUNITY DEVELOPMENT PROGRAM. Principles and procedures in the organization and activation of a community development program, with emphasis on the involvement of the

individual in a process of problem identification and solution directed toward total community improvement. Prerequisite: 333 and 386.

- 383-3. **WORKSHOP IN INTER-GROUP RELATIONS.** Designed to provide theoretical and practical understanding of cultural, social, and psychological factors associated with inter-group tensions. Participants concentrate their efforts on problem-solving activities related to their occupational, professional, or civic interests. Resource and consultative staff from the academic areas of education, psychology, sociology, and social work.
- 389 (369)-3. **TECHNIQUES OF GROUP LEADERSHIP.** Application of leadership principles; kinds of leadership; effective techniques of group control; factors in experimental group situations. Prerequisite: 101.
- 489 (469)-3. **THEORY OF GROUP LEADERSHIP.** Classification of leaders; theories of leadership; analysis of representative leaders. Prerequisites: 101, 306, 389.

### GENERAL COURSES

- 591-2 to 6. **INDIVIDUAL RESEARCH.** Supervised research projects. Open only to graduate students with a major in sociology. Prerequisite: consent of instructor and chairman of department. Credit according to achievement.
- 596 (556)-2 to 6. **READINGS IN SOCIOLOGY.** Supervised readings in selected subjects. Prerequisite: consent of instructor and chairman of department.
- 599-2 to 9. **THESIS.** Before a thesis can be submitted, the candidate must have passed a special examination in French, German, or statistics. Before the thesis can be submitted in final form, the candidate must have passed a comprehensive examination as described above.

### SPEECH

Although the Department of Speech is located in the School of Communications, students in the College of Liberal Arts and Sciences may major or minor in speech.

In addition to the general degree and the College of Liberal Arts and Sciences requirements, required courses constituting a major in speech are 101, 102, 103, 202, and additional courses to total forty-eight hours.

Required courses constituting a minor in speech: 101, 102, 103, 202, and additional courses to total twenty-four hours.

Course descriptions may be found in the School of Communications Bulletin.

## ZOOLOGY

Professor Harvey I. Fisher, Ph.D. (California), Chairman	1955
Professor Charles L. Foote, Ph.D. (Iowa)	1947
Professor Willard M. Gersbacher, Ph.D. (Illinois)	1929-30; 1936
Professor W. D. Klimstra, Ph.D. (Iowa State)	1949
Professor William M. Lewis, Ph.D. (Iowa State)	1949
Associate Professor Richard Blackwelder, Ph.D. (Stanford)	1958
Associate Professor Edwin C. Galbreath, Ph.D. (Kansas)	1957
Associate Professor Hilda A. Stein, M.S. (Illinois)	1925
Assistant Professor John C. Downey, Ph.D. (California)	1956
Assistant Professor George Garoian, Ph.D. (Illinois)	1956
Assistant Professor Howard J. Stains, Ph.D. (Kansas)	1955
Instructor Vernon W. Cole, M.S. (Michigan State)	1956
<hr/>	
Visiting Professor Richard R. Kudo, D.Ag.Sc. (Tokyo)	1958
Visiting Professor Walter P. Taylor, Ph.D. (California)	1957-58
Lecturer Edna Dudgeon, Ph.D. (Texas)	1955
Lecturer Richard W. Frederickson, M.A. (Kansas)	1956-58

A minimum of forty-eight hours of zoology is required for a major. Required courses in zoology are 100, 102, 103, 202, 300, 382A, 382B, 382C, 401, and one of the following courses, 303, 306, 335, 408, 461, 465. However, teachers in in-service training may substitute 402 or 403 in lieu of one of the latter courses.

A minimum of twenty-four hours of zoology is required for a minor, including Zoology 100, 102, 103 and at least nine additional hours. At least one course above the 100 level must have a laboratory.

Reading knowledge or three quarters of a foreign language (preferably French, German, or Russian) is required of all majors; six quarters of one such language are recommended.

Zoology majors are required to have three quarters of chemistry and two quarters of physics.

Recommendations for majors in zoology include organic chemistry; three quarters of physics; three quarters of botany; two quarters of mathematics; one quarter of physiology; and one quarter of microbiology.

Zoology majors or minors who expect to enter such professions as teaching, fish and wildlife management, dentistry, medicine, veterinary medicine, or allied fields should consult with the department concerning their programs.

## COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 100-5. **PRINCIPLES OF ANIMAL BIOLOGY.** Introduction to the major principles of biology, including classification, organization of matter into cells, tissues, organs, and organ systems, heredity, ecology, distribution, organic evolution, economic biology, and conservation. Laboratory work designed to illustrate the above principles. Course satisfies general education requirement in biological sciences.
- 102-5. **GENERAL INVERTEBRATE ZOOLOGY.** Studies of representatives of the various kinds of invertebrate animals. Relationships, structure, and natural history are emphasized. Prerequisite: 100.
- 103-5. **GENERAL VERTEBRATE ZOOLOGY.** Studies of representatives of the various kinds of vertebrate animals, with special emphasis on the amphibian type. Evolutionary development, structure, and natural history are emphasized. Prerequisite: 100.
- 202-5. **COMPARATIVE ANATOMY OF THE VERTEBRATES.** Comparative studies of the organ systems of vertebrate animals, with emphasis on the phylogeny and evolution of these organs. Prerequisites: 102, 103.
- 300-5. **VERTEBRATE EMBRYOLOGY.** Development of the individual with frog, chick, and pig as types. Prerequisite: 202.
- 303-4. **GENERAL ORNITHOLOGY.** Classification and recognition of birds and the study of their songs, nests, migratory habits, and other behavior. Prerequisite: 100 or approval of instructor.
- 306-4. **ENTOMOLOGY.** Principles of the structure, classification, and life histories of insects. Prerequisite: 102.
- 310-5. **ANIMAL ECOLOGY.** Habitats, relations, formations, and associations of animals. Cost of field trips may be \$10-\$25 per student. Prerequisites: 102, 103.
- 312-3. **CONSERVATION OF BIOLOGICAL RESOURCES.** A consideration of the preservation, restoration, and management of renewable resources. Prerequisite: one course in botany or zoology.
- 313-3. **EVOLUTION.** Principles and processes of the evolution of living things, including man. Prerequisite: one year of biology.
- 314-4. **HEREDITY AND EUGENICS.** Principles of heredity in relation to animals, including man. (Credit may not be used toward a major). Prerequisite: Zoology 100 or Botany 101.
- 316-4. **INSECT PESTS AND THEIR CONTROL.** Principal injurious insects and their allies; chemical and biological methods of control. (Credit may not be used toward a major in zoology.) Prerequisite: 100.
- 320-5. **VERTEBRATE HISTOLOGY.** Microscopic structure of organs and tissues with emphasis on the mammal. Prerequisite: 202.
- 321-5. **HISTOLOGICAL TECHNIQUE IN ZOOLOGY.** Methods of preparing material for microscopic study. Prerequisite: one year of biological sciences or approval of instructor.
- 322-2 to 5. **PROBLEMS IN ZOOLOGY.** Research on zoological problems. Pre-

- requisite: 4.25 grade-point average, senior standing, and approval of the department. (Credit may not be used toward a minor in zoology.)
- 335-5. FIELD ZOOLOGY. Taxonomy, natural history, and distribution of local animals. Cost of field trips may be \$10-\$25 per student. Prerequisites: 102, 103.
- 350-4. ECONOMIC ZOOLOGY. Animals in relation to public welfare. (Credit may not be used toward a major or minor in zoology).
- 380-4. HISTORY OF BIOLOGY. Biological sciences from the early Greek philosophers to the present time. Prerequisite: one year of biological sciences.
- 382A, B, C-1/2. ZOOLOGY SEMINAR FOR SENIORS. Required each term of seniors majoring in zoology. Prerequisite: one year of biological sciences.
- 401-5. GENETICS. (Same as Microbiology 402.) Principles of inheritance, including genetic mechanisms, mutation, and selection. Prerequisites: 12 hours of biological science and consent of instructor.
- 402-4. NATURAL HISTORY OF INVERTEBRATE ANIMALS. Observation, identification, and life histories. Designed for teachers. Not for students specializing in invertebrate zoology. Prerequisite: one year of zoology.
- 403-4. NATURAL HISTORY OF VERTEBRATE ANIMALS. Observation, identification, and life histories. Designed for teachers. Not for students specializing in vertebrate zoology. Prerequisite: one year of zoology.
- 404-4 to 8. ZOOLOGY FIELD STUDIES. An extended trip of four to eight weeks to study animals in various environments. Arrangements made spring term. Costs per individual will be approximately \$25 per week. (4 hours may be used for undergraduate credit and 4 hours for graduate credit.) Prerequisite: approval of department.
- 405-4. ADVANCED INVERTEBRATE ZOOLOGY. Anatomy and natural history of representative types, with an introduction to the taxonomy of the various phyla. Prerequisite: one year of zoology.
- 406-4. PROTOZOOLOGY. (Same as Microbiology 406.) Taxonomy, cytology, reproduction, and physiology of unicellular animals. Laboratory methods of culturing and studying. Prerequisite: one year of zoology.
- 407-5. PARASITOLOGY. (Same as Microbiology 490.) Principles, collection, identification, morphology, life histories, and control measures. Prerequisite: one year of zoology.
- 408-4. HERPETOLOGY. Taxonomic groups, identification, and natural history of amphibians and reptiles. Prerequisite: one year of zoology.
- 410-4. VERTEBRATE PALEONTOLOGY. History of vertebrate animals in terms of their morphological change, geological succession, and ecological relationships. Prerequisite: one year of zoology.
- 412-4. ADVANCED ENTOMOLOGY. Morphology, physiology, systematics, and distribution of insects. Prerequisite: one basic course in entomology.
- 441-4. ADVANCED VERTEBRATE EMBRYOLOGY. Principles of development and organization of vertebrate animals during embryogenesis, with emphasis on mammalian forms. Prerequisite: 300.
- 459-4. GAME BIRDS. Natural history and management. Prerequisite: one year of zoology.
- 461-4. MAMMALOGY. Taxonomic groups, identification, and natural history of mammals. Prerequisite: one year of zoology.

- 463-4. GAME MANAGEMENT. General survey of management techniques. Prerequisites: one year of biological science and consent of instructor.
- 464-4. GAME MAMMALS. Natural history and management. Prerequisite: one year of zoology.
- 465-4. ICHTHYOLOGY. Taxonomic groups, identification, and natural history of fishes. Prerequisite: one year of zoology.
- 466-4. FISH MANAGEMENT. Sampling, dynamics, and manipulation of fish populations, age and growth of fishes, and habitat improvement. Prerequisites: one year of biological science and consent of instructor.
- 470A-3. METHODS IN BIOLOGY. (Same as Botany 470A.) Methods, objectives, types of courses. Laboratory and field trips to Southern Illinois high schools. Prerequisite: major in zoology or botany.
- 470B-3. RESEARCH FOR BIOLOGY TEACHERS. Laboratory experience in research methods for teachers of biology and general science.

Courses on the 500 level are for graduate students only.

- 501-4. ANIMAL BIOLOGY FOR HIGH SCHOOL TEACHERS OF BIOLOGY. Designed to add new interpretations and evaluations to the teacher's previous training in animal biology. Principles illustrated by laboratory and field work will be re-emphasized in the context of modern concepts of biology. Two lectures and two laboratory periods or field trips per week. Prerequisite: one year of biology.
- 502-2. RECENT DEVELOPMENTS IN BIOLOGICAL SCIENCES. A series of lectures based upon recent research, designed to acquaint the teacher with advances and changes in concepts. Prerequisite: one year of biological science.
- 510-4. BIO-ECOLOGY. (Same as Botany 510.) Composition and development of biotic communities, and the relationships of plants and animals to their environment. Cost of field trips may be \$10-\$25 per student. Prerequisite: consent of instructor.
- 511-4. LIMNOLOGY. Principles exemplified by the lakes and streams of Southern Illinois. Cost of field trips may be \$10-\$25 per student. Prerequisite: consent of instructor.
- 512-3. ANIMAL GEOGRAPHY. Principles of the distribution of the animals of the world. Prerequisite: consent of instructor.
- 513-3. ADVANCED ORNITHOLOGY. Taxonomic groups, structure, and behavior of birds. Prerequisite: consent of instructor.
- 525-5. CYTOLOGY. (Same as Botany 525.) Microscopic study of protoplasm, including mitosis and meiosis; discussions of cytological behavior. Prerequisite: consent of instructor.
- 540-3. FACTORS IN ANIMAL REPRODUCTION. Genetic and physiological factors in determination, differentiation, and modification of sex in animals. Prerequisite: consent of instructor.
- 560-3. ADVANCED GAME MANAGEMENT. Principles of maintenance and improvement of game resources. Prerequisite: consent of instructor.
- 566-3. FISH CULTURE. Propagation of game, bait, and ornamental species, hatchery-construction and operation, diagnosis and treatment of disease, and nutrition. Prerequisite: consent of instructor.

- 581-3. READINGS IN CURRENT ZOOLOGICAL LITERATURE. Library techniques, sources of literature, and current literature. Prerequisite: graduate status in a biological science.
- 582A, B, C-1/2. GRADUATE ZOOLOGY SEMINAR. Required of all graduate students. Credit may not be used by majors in zoology.
- 583A, B, C-1. THE TEACHING OF ZOOLOGY IN COLLEGE. Methods and practices, objectives, comparative courses. Designed as part of the apprenticeship program for preparation of college teachers. Prerequisite: graduate status in a biological science.
- 584A, B, C-1. PROTOZOOLOGY SEMINAR. Advanced discussions of trends and problems in protozoology. Prerequisite: 406 or consent of instructor.
- 596-3 to 12. SPECIAL RESEARCH IN ZOOLOGY. Investigations in zoology other than those for theses. Only 3 hours may be credited. Prerequisite: consent of instructor.
- 599-2 to 9. THESIS. Only 9 hours may be credited toward the master's degree. Prerequisite: consent of instructor.
- 600-3 to 12. DOCTORAL RESEARCH AND DISSERTATION. Thirty-six hours must be credited toward the doctoral degree. Prerequisite: consent of instructor.

# *Southern Illinois University Foundation*

The Southern Illinois University Foundation is a nonprofit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills and suitable forms for gifts and memorials, including bequests by means of life insurance. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

The present officers of the Foundation are:

Mr. Donald L. Bryant, *President*, Ladue, Missouri.

Mr. J. Lester Buford, *Vice-President*, Mt. Vernon, Illinois.

Mr. Kenneth R. Miller, *Executive Director*, Carbondale, Illinois.

Mr. Robert L. Gallegly, *Treasurer*, Carbondale, Illinois.

Mrs. Lois H. Nelson, *Secretary*, Carbondale, Illinois.



*southern Illinois University Bulletin*

1959·1961

*College of Education*

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Vol. 1 No. 10



# College of Education

## *Announcements for 1959-1961*



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# Objectives of Southern Illinois University

## TO EXALT BEAUTY

IN GOD,  
IN NATURE,  
AND IN ART;  
TEACHING HOW TO LOVE THE BEST  
BUT TO KEEP THE HUMAN TOUCH;

## TO ADVANCE LEARNING

IN ALL LINES OF TRUTH  
WHEREVER THEY MAY LEAD,  
SHOWING HOW TO THINK  
RATHER THAN WHAT TO THINK,  
ASSISTING THE POWERS  
OF THE MIND  
IN THEIR SELF-DEVELOPMENT;

## TO FORWARD IDEAS AND IDEALS

IN OUR DEMOCRACY,  
INSPIRING RESPECT FOR OTHERS  
AS FOR OURSELVES,  
EVER PROMOTING FREEDOM  
WITH RESPONSIBILITY;

## TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD  
TO UNDERSTANDING  
AND UNDERSTANDING  
TO WISDOM.



# Board of Trustees

	TERM EXPIRES
JOHN PAGE WHAM, <i>Chairman</i> , Centralia	1965
LINDELL W. STURGIS, <i>Vice-Chairman</i> , Metropolis	1965
MELVIN C. LOCKARD, <i>Secretary</i> , Mattoon	1965
STELLA COLLINS, West Frankfort	1961
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HAROLD R. FISCHER, Granite City	1963
MARTIN F. OEHMKE, East St. Louis	1961
GEORGE T. WILKINS, ( <i>Ex-officio</i> ) Springfield	
LOUISE MOREHOUSE, <i>Recorder</i>	

# Officers of Instruction

President D. W. Morris, Ph.D. (Iowa)	1948
Vice-President for Instruction Charles D. Tenney, Ph.D. (Oregon)	1931
Dean John E. Grinnell, Ph.D. (Stanford)	1955
Assistant Dean Roswell D. Merrick, Ed.D. (Boston)	1953
Acting Assistant Dean Troy W. Edwards, Ed.D. (Indiana)	1947
Chief Academic Adviser Claude J. Dykhouse, Ph.D. (Michigan)	1947
Registrar and Director of Admissions Robert A. McGrath, Ph.D. (Iowa)	1949



# Table of Contents

UNIVERSITY CALENDAR, 1959-60 .....	viii
UNIVERSITY CALENDAR, 1960-61 .....	ix
THE UNIVERSITY .....	1
History .....	1
Campus .....	1
University Sessions .....	2
University Regulations .....	2
COLLEGE OF EDUCATION .....	3
Professional Services .....	3
Research .....	4
Student Associations and Fraternities .....	5
Programs of Instruction .....	6
Admission .....	7
Tuition and Fees .....	7
Advisement .....	8
General Bachelor's Degree Requirements .....	8
Teaching Certificates .....	9
INSTRUCTIONAL UNITS .....	11
Educational Administration and Supervision .....	11
Elementary Education .....	14
Guidance .....	21
Health Education .....	26
Higher Education .....	31
Instructional Materials .....	32
Physical Education for Men .....	34
Physical Education for Women .....	42
Recreation and Outdoor Education .....	46
Secondary Education .....	49
Special Education .....	57
Student Teaching .....	60
University School .....	63

# *University Calendar, 1959-1960*

## SUMMER SESSION

Session Begins	Monday, June 22
Independence Day Holiday	Friday, July 3
Final Examinations	Wednesday–Thursday, August 12–13
Commencement	Friday, August 14

## FALL QUARTER

New Student Week	Friday–Tuesday, September 18–22
Quarter Begins	Wednesday, September 23
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 25–30
Final Examinations	Monday–Saturday, December 14–19

## WINTER QUARTER

Quarter Begins	Monday, January 4
Final Examinations	Monday–Saturday, March 14–19

## SPRING QUARTER

Quarter Begins	Monday, March 28
Memorial Day Holiday	Monday, May 30
Final Examinations	Wednesday–Tuesday, June 8–14
Commencement	Wednesday, June 15

Summer Session classes will begin Tuesday, June 23. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.

# *University Calendar, 1960-1961*

## SUMMER SESSION

Session Begins	Monday, June 20
Independence Day Holiday	Monday, July 4
Final Examinations	Wednesday–Thursday, August 10–11
Commencement	Friday, August 12

## FALL QUARTER

New Student Week	Friday–Tuesday, September 16–20
Quarter Begins	Wednesday, September 21
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 23–28
Final Examinations	Monday–Saturday, December 12–17

## WINTER QUARTER

Quarter Begins	Tuesday, January 3
Final Examinations	Monday–Saturday, March 13–18

## SPRING QUARTER

Quarter Begins	Monday, March 27
Memorial Day Holiday	Tuesday, May 30
Final Examinations	Wednesday–Tuesday, June 7–13
Commencement	Wednesday, June 14

Summer Session classes will begin Tuesday, June 21. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.



# The University

This bulletin covers in detail questions concerning the College of Education. It does not cover all questions concerning Southern Illinois University. For complete information about the University the prospective student should address the General Publications Office for a copy of the General Information Bulletin.

## HISTORY

Southern Illinois University was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

For some years after its establishment, Southern operated as a two-year normal school. In 1907 it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943 the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948 it was authorized to grant also the degrees of Master of Arts and Master of Science. In 1952 the Master of Fine Arts degree was added to the list, and in 1956 the Master of Music, the Master of Music Education, and the Doctor of Philosophy degrees.

## CAMPUS

The main campus of Southern Illinois University is located in Carbondale, in Jackson County. The region is noted for its large peach and apple orchards, which in blossom time attract many tourists. Giant City, a state

park, is a popular resort to the south of Carbondale, and Crab Orchard Lake, with swimming, boating, and fishing facilities, lies four miles to the east.

The Carbondale campus is at present undergoing extensive expansion. It now comprises more than twenty-three hundred acres, and more tracts of land are to be added. Twenty-three permanent buildings form the nucleus of the University's physical plant. Other permanent buildings are under construction.

## UNIVERSITY SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends about the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University Calendar.

In addition to the three regular quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter.

The summer session consists of a comprehensive program of courses offered by all the departments of the University. In addition to the courses which run the full eight weeks, there are workshops and short courses covering a shorter period of time.

## UNIVERSITY REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; and to change any other regulation affecting the student body. Such regulations shall go into force whenever the proper authorities so determine and shall apply both to prospective students and to those who have enrolled in the University. The University also reserves the right to withdraw courses and to change fees.

# College of Education

Southern Illinois University was founded as an institution of higher learning to encourage teacher training in downstate Illinois in the years following the Civil War. The growth of the institution was such that by 1943 the need for a graduate program in Southern Illinois was apparent and teacher training functions were assembled in the College of Education, established in 1945.

The basic aim of the College of Education is the preparation of professional workers in the field of education and allied community services; teachers of all levels from kindergarten through college; educational administrators, supervisors, directors, guidance personnel, and other specialists.

Through co-operation with many other divisions of the University, the College of Education provides the classroom teacher with a basic knowledge of his special field; observation, practice, and laboratory experience link theory with application at each level.

Administrators, supervisors, and directors of special programs are expected to be professional leaders in school and community. The preparation of such specialists focuses on developing the knowledge and skills required for this leadership.

Beyond the immediate demands of our public schools, the College of Education recognizes a responsibility to prepare through advanced study those who will become teachers of teachers, directors of teacher education programs, college administrators, and research specialists. The College of Education is accredited by the North Central Association of Colleges and Secondary Schools, and by the National Council for Accreditation of Teacher Education.

## PROFESSIONAL SERVICES

The College of Education has a responsibility to provide services of three general kinds: (1) to train effective professional workers for the

public schools of the state; (2) to have its faculty participate fully in the effort to improve higher education in the state and nation; (3) to respond to the needs and requests of groups that are interested in the growth of Southern Illinois. Moreover, it has a continuing dedication to promoting that growth through visitation of schools and consultation with teachers, school officers, and citizens.

## RESEARCH

The College of Education recognizes its obligation to conduct and to promote research of two kinds: (1) surveys and planning in the area, especially where industry, social agencies, communities, or schools can benefit from the findings of such surveys; and (2) basic research which will make significant and continuous contributions to the factual foundations of education. This involves the training of competent research workers on the graduate level. It also involves continuous dissemination of the results of productive investigations by staff members.

### *EDUCATIONAL RESEARCH BUREAU*

The Educational Research Bureau began as Educational Research Services in the College of Education in the fall of 1951. This function was a direct outgrowth of a specific suggestion by the school administrators of Southern Illinois who recommended the establishment of a research service by the College of Education to work with the schools of Southern Illinois in connection with their problems and school reorganization plans, curricula, etc. In 1958, the name was changed to the Educational Research Bureau.

The major functions performed by the Bureau are (1) to assist the public schools of this state, and Southern Illinois in particular, by making available consultant service on specific local problems or through the approach of comprehensive school surveys; (2) to assist the Dean of the College of Education by performing such research as is deemed advisable to facilitate the plans and programs of the College; (3) to participate with other university groups in inter-disciplinary research projects; and (4) to give advice and aid on research to other staff members in the College of Education when requested.

School administrators, school boards, and other individuals interested in further information concerning the Bureau regarding consultant services or school surveys may consult Dr. Jacob O. Bach, Head of the Bureau.

## STUDENT ASSOCIATIONS AND FRATERNITIES

### *STUDENT EDUCATION ASSOCIATION*

The Student Education Association was founded in 1939 as the Egyptian Chapter of Future Teachers of America. It was the first F.T.A. chapter in the state of Illinois. Since that time various staff members from the College of Education have served as sponsors. In the fall of 1958, the name of the organization was changed to the Student Education Association in line with the suggestion of the National Education Association, its parent body.

The Student Education Association is the professional organization for college or university students preparing to teach. Each member is a student member of his state education association and the National Education Association with all the right, privileges, and responsibilities of associate membership in these professional organizations.

The purposes of the Egyptian Chapter of the Student Education Association are (1) to develop personal and professional competence; (2) to gain an understanding of the organized teaching profession; (3) to participate in co-operative work on the problems of the profession in the community; (4) to encourage active professional membership on the local, state, national, and world level; and (5) to provide experiences which will interest capable students in teaching as a career.

### *ASSOCIATION FOR CHILDHOOD EDUCATION*

The student branch of the Association for Childhood Education is sponsored by the Department of Elementary Education. Membership is open to all persons, students and faculty, who are concerned with children from two to twelve years of age.

Some purposes of the organization are to study desirable conditions, programs, and practices in the schools; to stimulate interaction between professional people and groups; and to work for the education and well-being of all children.

### *KAPPA DELTA PI*

Kappa Delta Pi is an honor society in education for juniors, seniors, and graduate men and women who have achieved a scholastic average of

4.5 in education and a 4.25 over-all average. It is a national organization, which grew from a small group dedicated to improving the quality of teaching to its present hundreds of chapters over the United States. The local chapter, Delta Chi, was installed on Southern Illinois University's campus in 1937.

### *PHI DELTA KAPPA*

Phi Delta Kappa is a professional fraternity for men in education—the largest and the oldest. It is an association for good fellowship and the achievement of certain common professional goals.

The chief purpose of Phi Delta Kappa is to promote free public education as an essential to the development and maintenance of a democracy, through the continuing interpretation of the ideals of research, service, and leadership. It is the purpose of Phi Delta Kappa to translate these ideals into a program of action appropriate to the needs of public education.

### *PI LAMBDA THETA*

Pi Lambda Theta is a national honor organization for women. Pi Lambda Theta seeks to maintain the highest standards of scholarship and professional preparation; to further the cause of democratic education; to encourage intellectual understandings; to stimulate participation in local, state, national, and international problems; and to promote graduate work and research. To be eligible for membership a student must be a woman of at least junior standing and enrolled in the field of Education. She must have an academic average equal to the highest one-fourth of all women in the College of Education. She must be recommended by two faculty members and be sponsored by a member of the organization.

## PROGRAMS OF INSTRUCTION

At Southern Illinois University a high school graduate looking for a career in the educational world can prepare for high school, elementary, or kindergarten-primary teaching; for coaching; for positions in school administration; for guidance work; for teaching and supervising special education; and for other community services. He can prepare to teach in special fields such as art, music, home economics, industrial education, business, and agriculture. He can prepare to be a teacher of business, English, foreign languages, mathematics, science, social studies, and others. He can

get a teaching specialization in specialized fields such as speech correction and general speech. He can dedicate himself, if he wishes, to the teaching of mentally handicapped children, the hard of hearing, and the partially sighted. Physical education as a field attracts many able men and women, as do such newer fields as recreation and outdoor education. The graduate may look for a career in health education or in school counseling. He may prepare to be a principal or a superintendent by going on with graduate work, or even to be a teacher of teachers in some college or university. Moreover, the new Department of Higher Education provides opportunity to prepare for administrative posts in colleges and universities. The College of Education grants the Bachelor of Science in Education and the Bachelor of Music Education degrees.

ADMISSION

Admission to the College of Education should be initiated through the University's Admissions Office. Application for admission may be made at any time during the year. Applications should be initiated at least thirty days in advance of the desired entrance date to permit necessary processing work to be completed. High school seniors should apply at the beginning of the last semester of their senior year.

It should be remembered that for full and complete details concerning admission, tuition, fees, housing, financial assistance, and student employment opportunities, the prospective student should address the General Publications Office for a copy of the General Information Bulletin.

TUITION AND FEES

At the present time legal residents of Illinois registered for more than eight hours pay a total of \$61.50 per quarter. This includes \$42.00 tuition, a \$5.00 book rental fee, a \$5.00 student union building fund fee, and a \$9.50 student activity fee. Out-of-state students pay an additional \$50.00 tuition, or a total of \$111.50. Students registered for eight hours or fewer pay one-half tuition, one-half book rental fee, full student union building fund fee, and have the option of paying the student activity fee.

## ADVISEMENT

In order to insure that an undergraduate student is properly advised concerning the course of study which will fulfill the general University requirements and prepare him for his chosen career, academic advisement has been made the special responsibility of a selected group from the teaching faculty. The College of Education has a chief academic adviser and a number of assistant advisers.

## GENERAL BACHELOR'S DEGREE REQUIREMENTS

Each candidate for the degree must complete 192 hours of credit in approved courses. At least 64 must be in senior college courses, of which 48 must be earned at Southern, 16 of which may be earned in extension from Southern. Each student must have a "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject. These averages are required for the credit made at Southern as well as for the total record.

The following requirements should be met by degree candidates of all colleges and schools within the first two years of attendance.

Throughout this bulletin, hours of credit are *quarter hours* except where otherwise indicated.

REQUIREMENTS	HOURS	COURSES
Social Studies	20	Economics 205, Geography 100, Government 101, History 101, 102, 103, Sociology 101 (work in four of the five departments)
Humanities	18	
English	(9)	English 101, 102, 103
English	(6)	English 205, 206, 209, 211, 212
Art or Music	(3)	Art 120, Music 100
Biological Sciences	9	
Health Education	(4)	Health Education 100
Botany or Zoology	(5)	Botany 101, 202, Zoology 100

(Continued)

REQUIREMENTS	HOURS	COURSES
Mathematics and Physical Sciences	12	Chemistry, physics, and mathematics (work must be completed in two departments)
Practical Arts and Crafts	3	Agriculture, business administration, home economics, industrial education (not required if the student has had any of this work in high school)
Physical Education	6	Activity courses
Air Science and Tactics	6	(Men only)

TEACHING CERTIFICATES

Students planning to teach on the kindergarten-primary and elementary levels register in the College of Education. Most students planning to teach on the high school level also register in this college. However, it is possible for a student to be registered in one of the other colleges or schools and meet the state requirements for a limited high school teaching certificate by using as his electives certain prescribed courses in the College of Education.

Requirements for kindergarten-primary and elementary education are listed under the Department of Elementary Education and those for secondary education under the Department of Secondary Education in this bulletin.



# Instructional Units

## EDUCATIONAL ADMINISTRATION AND SUPERVISION

Professor George E. Axtelle, Ed.D. (University of California)	1959
Professor Roye R. Bryant, Ed.D. (Washington University)	1948
Professor Douglas E. Lawson, Ph.D. (Chicago)	1935
Professor Arthur E. Lean, Ph.D. (Michigan), Chairman	1957
Professor Bruce W. Merwin, Ph.D. (Kansas), (Emeritus, 1957)	1927
Professor Charles D. Neal, Ed.D. (Indiana)	1948
Professor F. G. Warren, A.M. (Chicago), (Emeritus, 1959)	1913
Associate Professor Jacob O. Bach, Ph.D. (Wisconsin)	1951
Associate Professor Harlan D. Beem, Ed.D. (Illinois)	1956
Associate Professor George Bracewell, Ed.D. (Washington University)	1931
Associate Professor Woodson W. Fishback, Ph.D. (Chicago)	1948
Associate Professor James Herrick Hall, Ed.D. (George Washington)	1952
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Visiting Professor Harold W. Benjamin, Ph.D. (Stanford)	1958-59
Visiting Professor John S. Brubacher, Ph.D. (Columbia)	1958-59
Visiting Professor James G. Umstattd, Ph.D. (Minnesota)	1957-58
Lecturer Raymond L. Foster, M.A. (Missouri)	1955-60
Lecturer Lorin Cope McMackin, M.S. in Ed. (Southern Illinois)	1957-60
Lecturer William E. Shelton, Ph.D. (Chicago)	1951

This department includes introductory courses and basic offerings in administration, supervision, and curriculum as well as in the social and philosophical foundations of education and advanced courses and seminars in these areas. The emphasis is mainly on graduate work toward the master's degree, the sixth year specialist's certificate, and the doctorate.

Persons desirous of pursuing such programs should first familiarize

themselves with the basic requirements of each as set forth in the Graduate School Bulletin.

### *COURSE DESCRIPTIONS*

Courses on the 100 and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 100-3. INTRODUCTION TO TEACHING. A thorough investigation of the factors which should be involved in a student's consideration of teaching as a career.
- 331-3. THE AMERICAN EDUCATIONAL SYSTEMS. A comprehensive study of the structure, financing, and administration of American public school systems, made from the teacher's point of view.
- 355-4. PHILOSOPHY OF EDUCATION. The philosophical principles of education and the educational theories and agencies involved in the work of the schools.
- 355A-3. PHILOSOPHIC ISSUES IN MODERN EDUCATION. Specific current problems examined in philosophic perspective: liberal vs. professional education; general vs. vocational education; academic freedom; objectives and functions of education; scholastic standards; religious and racial problems; other problems suggested by students. Not open to students who have taken 355 or to students enrolled in the College of Education.
- 411-4. SEMINAR IN INSTRUCTION. To assist student teachers and in-service teachers in solving classroom problems. Involves clinical study and discussion of behavioral and learning situations, with special attention to the development characteristics and needs of students.
- 420-4. LEGAL BASIS OF AMERICAN EDUCATION. Legal concepts governing education in the United States. Particular emphasis is placed on common-law principles.
- 424-4. SCHOOL ADMINISTRATION. Designed primarily for those who look forward to positions as supervisors, principals, or superintendents.
- 431-3. HISTORY OF EDUCATION IN THE UNITED STATES. A historical study of the problems of American education which have relevance to contemporary education.
- 432-4. PUBLIC OPINION, PROPAGANDA, AND EDUCATION. Analysis and classification of propaganda. Designed to show how public opinion is formed by a use of current materials from the different channels of communication. Differences between propaganda and indoctrination.
- 434-1 to 3. ADMINISTRATOR'S WORKSHOP. A special program for the consideration of administrative problems pertinent to superintendents, high school principals, and elementary school principals of Southern Illinois. Held during spring vacation week.
- 456-4. SCHOOL SUPERVISION. The function of the principal or supervisor in the improvement of instruction. Some activities, methods, and devices for improving the effectiveness of teaching.
- 460-4. CURRICULUM. Modern practices and procedures in curriculum de-

velopment, with attention to the professional, social, economic, and other major factors in curriculum planning.

- 463-4. WORKSHOP IN SCHOOL PUBLIC RELATIONS. To meet the needs of teachers, supervisors, and administrators in the area of public relations.

Courses on the 500 level are for graduate students only.

- 500-4. RESEARCH METHODS. Practical training in research and writing techniques in the field of education. Bibliographical materials, footnotes, use of the library. Recommended that students have had Guidance 420, 421, or 422.
- 501-4. SEMINAR IN EDUCATIONAL ADMINISTRATION. Special study of administrative problems. For advanced graduate students.
- 502-4. SEMINAR IN COMPARATIVE EDUCATION. Educational ideas and practices of various countries of the world, both Eastern and Western, and their impact upon our culture and education.
- 503-4. SEMINAR IN PHILOSOPHY OF EDUCATION. An interpretation of modern educational problems and trends in the light of basic philosophical viewpoints. Excerpts from leading writings will be used.
- 504-4. SEMINAR IN HISTORY OF EUROPEAN EDUCATION. A survey and interpretation of education in Europe from the Greek era to the present. Stresses the relationship of European to American education.
- 506-4. SEMINAR: CURRICULUM IN RELATION TO AMERICAN CULTURE. The effect of historical movements on curriculum in our nation at all age and grade levels, continued on a more intensive basis as applied to present-day curricular patterns.
- 511-4, 512-4, 513-4. INTERNSHIP PRACTICUM. Courses of instruction relating to the study of theory and practical experience, both being carried on simultaneously in conjunction with a co-operating public school and the College of Education. Open only to students who have been admitted to the internship program.
- 520-4. ILLINOIS SCHOOL LAW. Study of the legal aspects of Illinois public education with principal emphasis on statutory law and its interpretation by the courts.
- 527-4 to 6. ADMINISTRATIVE PROBLEMS OF SMALL SCHOOLS. A field laboratory course for principals and superintendents, both elementary and secondary, focused upon specific problems presented by the students. Two days a week devoted to visiting schools in the area, and the remaining days spent in research and in seminar. Problems of plant construction and maintenance, budgeting, evaluation, curriculum, classroom organization, office practice, and administration. Specialists used as consultants when possible. Limited to administrators.
- 533-4. SCHOOL BUILDINGS. Various phases of physical plant design and maintenance of concern to the school administrator.
- 534-4. SCHOOL FINANCE. Fiscal administration of public education at the national, state, and local levels. Prerequisite: 424.
- 535-4. RESEARCH IN PROBLEMS OF ADMINISTRATION. An intensive four-week course for school principals on theory and principles of administration for small schools, special administrative problems, school plant evaluation, curriculum revision, class scheduling, budgeting and school

- accounting, community relationships, supervision, pupil accounting, and evaluation of instructional services.
- 539-4. COMMUNITY DEVELOPMENT THROUGH THE SCHOOL. Comprehensive survey of the resources of a particular community; the cataloguing of material for use by the teachers of the community to help determine needed curriculum changes.
- 551-4, 552-4, 553-4. PHILOSOPHIC PROBLEMS OF CONTEMPORARY CIVILIZATION. An examination of the crisis in contemporary civilization, the reconstruction of ideas and values involved, and an analysis of crucial problems in terms of their intellectual reconstruction. Cross-listed with Department of Philosophy.
- 554-4. CONTRASTING PHILOSOPHIES OF EDUCATION. Deals both historically and contemporaneously with the ideologies which have developed from different concepts of education.
- 555-4. PHILOSOPHICAL FOUNDATIONS OF EDUCATION. A course examining, in the primary sources, the basic concepts which have influenced and are influencing modern education. Not open to students who have had 355.
- 556-4. SEMINAR IN EDUCATIONAL SUPERVISION. Special research problems in supervision, for advanced graduate students. Prerequisite: Educational Administration 456.
- 563-4. WORKSHOP IN SCHOOL PUBLIC RELATIONS. To meet the needs of teachers, supervisors, and administrators in the area of public relations.
- 575A to K-2 to 4. INDIVIDUAL RESEARCH. Selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental graduate faculty. By special arrangement.
- 596-5 to 9. INDEPENDENT INVESTIGATION. Field study required of each student working for the sixth-year professional certificate.
- 597-1 to 3. THESIS.
- 598-1 to 3. THESIS.
- 599-1 to 3. THESIS.
- 600-1 to 48. DISSERTATION.

## ELEMENTARY EDUCATION

Professor Robert Karlin, Ph.D. (New York University)	1959
Professor J. Murray Lee, Ph.D. (Columbia), Chairman	1958
Professor Willis E. Malone, Ph.D. (Ohio State)	1939
Professor Ted R. Ragsdale, Ph.D. (St. Louis)	1925
Professor Victor Randolph, Ph.D. (George Peabody)	1935
Associate Professor Rebecca E. Baker, Ph.D. (Iowa State)	1957
Associate Professor Ernest E. Brod, Ed.D. (Colorado State College)	1951
Associate Professor Clyde M. Brown, Ed.D. (Missouri)	1951
Associate Professor Mary E. Entsminger, M.A. (Columbia) (Emerita, 1956)	1922

Assistant Professor Luther E. Bradfield, Ed.D. (Indiana)	1955
Assistant Professor Dan Cox, Ed.D. (Colorado State College)	1955
Assistant Professor Ruby Van Trump, A.M. (George Peabody) (Emerita, 1958)	1928

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Lecturer Emilyn S. Morris, M.S. in Ed. (Southern Illinois)	1957–58
Lecturer James Allen Stoffler, M.Ed. (Marquette)	1958–60

The Department of Elementary Education offers undergraduate work leading to the Bachelor of Science in Education degree for majors in kindergarten-primary education and in elementary education. Completion of the requirements for the respective degrees qualifies one for the Limited State Elementary Certificate.

A student registers as either a major in kindergarten-primary education or as a major in elementary education. In addition to general university and College of Education requirements a student must (1) meet all requirements pertaining to prerequisites to student teaching and should study the section in this bulletin which lists such requirements; and (2) have at least twenty-four hours in each of these three fields: language arts, natural science, social science.

Students interested in programs on the master's or doctoral level should consult the Graduate School Bulletin.

Following are the requirements for the Bachelor of Science in Education degree with a major in kindergarten-primary education and elementary education.

KINDERGARTEN-PRIMARY EDUCATION

State Minimum Requirements (Statutes or Certificating Board Regulations)	Hrs.	Southern Illinois University Requirements Based Upon, or in Addition to, State Minimum Requirements
I. General Education .....	109.5	
a. Language Arts .....	24	English 101, 102, 103, and 300 or 391; plus 6 hours selected from English 205, 206, 209, 211, 212, plus Speech 101 and Speech Correction 428.
b. Natural Science .....	24	5 hours selected from Botany 101, 131, 202, or Zoology 100, 101, 105; plus 4 hours chemistry or physics; plus 15 hours elective in natural sciences.

c. Social Science (including a course in American History and/or Government) .....	24	History 201 or 202; Government 101 or 231 or 300; plus 5 hours in social geography; plus 5 hours in economics or sociology; plus hours to equal 24.
d. Mathematics .....	7.5	8 hours mathematics (4 hours must be mathematics 210).
e. Health and Physical Education .....	7.5	Health Education 100; plus 6 hours in physical education activity; plus Physical Education for Women 318.
f. Fine and Applied Arts ..	18	Art 120 or Music 100; Art 300; Industrial Education 302; 3 terms Music 040; <sup>1</sup> and Music 300B; plus elective hours to equal 18.
g. General Psychology .....	4.5	Psychology 201.
h. Secretarial and Business Education 113. <sup>2</sup>		
II. Education (Professional) ..	24	Courses specified below; plus hours equal to 48 selected from approved professional education electives listed below.
a. Educational Psychology, Child Psychology, Human Growth and Development .....	3	Guidance 305, or Psychology 301.
b. Teaching and learning techniques in the modern elementary school and curricula problems .....	3	Elementary Education 316; 309; 337.
c. Student Teaching (Elementary level) .....	7.5	Student teaching 16 hours (to be done on both kindergarten and primary levels).
d. Philosophy of Education .....	3	Education Administration 355
e. American Public Education .....	3	Education Administration 100 or 331
III. Total number of hours required for certification ..	180	Approved professional education electives: All elementary education courses; plus Instructional Materials 417, Instructional Materials 405 or Elementary Education 313, Guidance 305, 422, Psychology 301, Special Education 200 or 414, 412, and Speech Correction 428.
		Total number of hours for degree: 192 with at least 24 hours in each of these fields: language arts, natural science, and social science.

<sup>1</sup> The three-hour requirement in Music 040 may be waived by the student's satisfactory passing of a performance test.

<sup>2</sup> Unless a student can pass a minimum speed test of 25 net words per minute, he will be required to take Secretarial and Business Education 102 as a prerequisite to Secretarial and Business Education 113.

ELEMENTARY EDUCATION

State Minimum Requirements (Statutes or Certifying Board Regulations)		Southern Illinois University Requirements based upon, or in addition to, State Minimum Requirements	
	Hrs.		
I. General Education .....	108		
a. Language Arts .....	24 <sup>3</sup>	English 101, 102, 103, 391 <sup>4</sup> , plus 6 hours selected from English 205, 206, 209, 211, 212, plus Speech, plus hours to equal 24.	
b. Natural Science .....	24 <sup>5</sup>	5 hours selected from Botany 101, 131, 202, or Zoology 100, 101, 105; plus 4 hours chemistry or physics; plus 15 hours elective in natural sciences.	
c. Social Science (including a course in American History and/or Government) .....	24	History 201, 202; Government 101 or 300 and/or 231; plus 5 hours in social geog- raphy; plus 5 hours in economics or sociology; plus hours to equal 24.	
d. Mathematics .....	6	8 hours mathematics (4 hours must be Mathematics 210).	
e. Health and Physical Education (must include a minimum of 3 hrs. in materials and methods of instruction) .....	7.5	Health Education 100, plus 6 hours in physical education activity; plus 3 hours materials and methods of teaching phys- ical education.	
f. Fine and Applied Arts ..	18	Art 120 or Music 100; plus 15 hours elective in this field.	
g. General Psychology ....	4.5	Psychology 201.	
II. Education (Professional) ..	24	Courses specified below; plus hours equal to 48 selected from approved professional education electives listed below.	
a. Educational Psychology, Child Psychology, Human Growth and Development .....	3	3 hours selected from Guidance 305 or Psychology 301.	
b. Teaching and learning techniques in the modern elementary school and curricula problems .....	3	Elementary Education 314 and 337.	

<sup>3</sup> Under Language Arts, reading, oral and written expression, grammar, spelling, hand-writing, literature for children, and other literature as is commonly found in the courses of study in the elementary schools will be accepted.

<sup>4</sup> Students who have completed English 300 will not take English 391.

<sup>5</sup> Under Natural Science, courses in mathematics (excluding arithmetic), botany, zoology, chemistry, physics, geology, geography, biology, general science, and physiology, or their equivalents in integrated courses, will be accepted. (It is recommended that at least one laboratory course be included.)

c. Student Teaching (Elementary level) .....	7.5	Student teaching 12 hours (8 must be Elementary).
d. Philosophy of Education .....	3	Education Administration 355.
e. American Public Education .....	3	Education Administration 100 or 331.
		Approved professional education electives: All elementary education courses; plus Instructional Materials 417; Instructional Materials 405 or Elementary Education 313, Guidance 305, 422, Psychology 301, Special Education 200 or 414, 412, and Speech Correction 428.
III. Total number of hours required for certification ..	180	Total number of hours for degree: 192 with at least 24 hours in each of these fields: language arts, natural science, and social science.

### *COURSE DESCRIPTIONS*

Courses on the 200 and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 000-0. **READING AND STUDY TECHNIQUES.** A "service" course to aid students in improving reading and study skills. Time schedules, general principles of effective study, improving reading, making notes, etc.
- 203-3. **UNDERSTANDING THE ELEMENTARY SCHOOL CHILD.** Concepts needed to understand the child in the elementary school situation. Two hours of lecture and two hours of observation. Prerequisite: Psychology 201.
- 309-4. **KINDERGARTEN-PRIMARY SOCIAL STUDIES METHODS.** The objectives and methods of teaching social studies at the kindergarten-primary level, culminating in the planning of a unit of work. Prerequisite: 316.
- 313-4. **CHILDREN'S LITERATURE.** Emphasizes types of literature, analysis of literary qualities, selection and presentation of literature for children. Not for students who have had English 213. Prerequisite: Guidance 305.
- 314-4. **ELEMENTARY SCHOOL METHODS.** The fundamental principles of education, the interpretation of current educational theory and practice, the processes of teaching and learning involved in elementary education. Education 314 cannot be substituted for 315, nor Education 315 for 314. Prerequisite: Guidance 305.
- 316-4. **KINDERGARTEN-PRIMARY METHODS AND CURRICULUM.** Philosophy and principles underlying the teaching of four-to-eight-year-olds. Emphasis upon organization, equipment, materials and methods for promoting growth of young children. Prerequisite: Guidance 305. (Three hours theory plus two hours laboratory).
- 337-4. **READING IN THE ELEMENTARY SCHOOLS.** The principles of read-

- ing, factors that condition reading, together with grade placement of aims and materials; diagnostic and remedial treatment. Prerequisite: 314 or 315; Guidance 305.
- 350B, 350C-16. KINDERGARTEN-PRIMARY STUDENT TEACHING. (See Department of Teacher Training.)
- 351A, 351B, 351C-4 to 16. ELEMENTARY STUDENT TEACHING. (See Department of Teacher Training).
- 401-2. PROBLEMS IN PUBLIC SCHOOL READING. Requirements: attendance at all sessions of a reading conference; preparation of a paper showing practical applications of theory to the student's own teaching situation. Summer.
- 410-4. IMPROVEMENT OF INSTRUCTION IN ARITHMETIC IN KINDERGARTEN-PRIMARY GRADES. Recent findings and current practices in building a basis for quantitative thinking in early childhood education. Special emphasis upon grade placement of content and of techniques to aid children in understanding of the number system. Prerequisite: Mathematics 210.
- 411-4. SEMINAR IN INSTRUCTION. To assist student teachers and in-service teachers in solving classroom problems. Involves clinical study and discussion of behavioral and learning situations, with special attention to the development characteristics and needs of students.
- 415-2 to 4. IMPROVEMENT OF INSTRUCTION IN ARITHMETIC IN THE ELEMENTARY SCHOOL. Items to be taught, the grade placement of content, newer instructional practices and materials of instruction, and means of evaluating achievement. Prerequisite: Mathematics 210 or consent of instructor.
- 433-4. WORKSHOP IN ELEMENTARY EDUCATION. Meets needs of in-service teachers in such areas as curriculum adjustment, remedial teaching, child development. No credit if student has had 333 or 390.
- 435-4 to 8. WORKSHOP IN ELEMENTARY SCHOOL FOREIGN LANGUAGE INSTRUCTION. Designed to assist elementary school teachers in integrating foreign languages into their teaching program as well as to encourage high school teachers to introduce or supervise foreign languages or education. Prerequisite: basic language credit.
- 437-4. PROBLEMS IN READING. Practices and trends in the teaching of reading; materials of instruction in reading, particularly remedial materials; techniques and materials for prevention of reading difficulties; diagnosis and remediation of reading difficulties. Prerequisite: 337. Not open to students having had 540.
- 441-4. TEACHING ELEMENTARY SCIENCE. A workshop course for teachers of elementary school science.
- 442-4. MATERIALS AND METHODS IN ELEMENTARY SCHOOL SCIENCE. Study of content and methods of elementary school science.
- 461-4. THE ELEMENTARY SCHOOL CURRICULUM. A critical study of the reorganization, construction, and administration of the elementary school curriculum, and the installation, adaptation, and administration of the revised curriculum. Not open to students having had 460 or 561.
- 465-4. SEMINAR IN PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. Psychological principles of learning applied to the mastery of

materials used in elementary school subjects. Prerequisites: 314, Guidance 305.

Courses on the 500 level are for graduate students only.

- 515-4. SPECIAL PROBLEMS IN THE TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL. A seminar course which covers important problems in arithmetic in the elementary school. The content may vary slightly from year to year, depending upon the interests of the students enrolled. Prerequisite: 415 or consent of instructor.
- 517-2 to 4. KINDERGARTEN PRIMARY PRACTICUM. Practical applications of advanced theory in the Laboratory School. Readings and research related to special problems in the kindergarten-primary classroom. Prerequisite: 8 hours of student teaching.
- 518-4. SUPERVISION OF KINDERGARTEN-PRIMARY STUDENT TEACHING. The function of the supervisory teacher in the student teacher situation. Particular attention to the problem of student teaching in the public schools. A course for present and prospective teachers who wish to be more effective in dealing with student teachers.
- 525-4. SEMINAR IN KINDERGARTEN-PRIMARY EDUCATION. Exploration of research literature on problems in early childhood education. Each student to select problem or problems and to present paper to the seminar. Prerequisite: Educational Administration and Supervision 500 or equivalent.
- 537-4. KINDERGARTEN-PRIMARY READING. A survey of problems in the developmental reading program for the primary grades, followed by extensive study of selected problems. Prerequisite: 337 or consent of instructor.
- 540-4. DEVELOPMENTAL READING. A course to give aid to the teachers of reading. Not open to students having had 337 or 437.
- 541-4. SELECTED TEACHING AND CURRICULUM PROBLEMS IN ELEMENTARY SCHOOL SCIENCE. A course to help teachers with the problems of teaching science in the elementary school. Aims, methods, materials, and equipment. Emphasis placed upon grade placement of materials and the use of community resources.
- 542-4. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. The practical bearing of investigation and theory on the improvement of current practices in the teaching of the language arts, other than reading. Attention given to evaluation of teaching materials in these areas.
- 543-4. TEACHING THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. Organization of material for teaching purposes, techniques of classroom presentation, bibliographies of materials, use of audio and visual aids to instruction, and techniques for evaluating student progress. Readings, lectures, and discussions related to required teaching experience. No credit for students having had 544.
- 544-4. SOCIAL STUDIES IN KINDERGARTEN-PRIMARY GRADES. Reading and research related to improving the child's understanding of his place in a group and his knowledge of his social world. No credit for students having had 543. Prerequisite: consent of instructor.
- 545-4. LANGUAGE IN PRESCHOOL AND PRIMARY GRADES. Review of research in the development of oral and written language of children.

- 546-4. CURRICULUM PROBLEMS IN SCIENCE AT THE KINDERGARTEN-PRIMARY LEVEL. Designed to help teachers with the problems peculiar to the teaching of science in the kindergarten-primary grades.
- 557-4. THE ELEMENTARY PRINCIPALSHIP. Designed to meet many of the particular needs of persons interested in qualifying for appointments as elementary school principals. Other than the administrative responsibilities of the elementary principal, such topics as the grouping of pupils, the elementary school's program, and personnel are studied.
- 560-4. KINDERGARTEN-PRIMARY EDUCATION. A survey of current problems and practices in early childhood education for children from four to eight years of age, with emphasis on wide reading in current research literature. Prerequisite: consent of instructor.
- 563-4. ORGANIZATION OF THE ELEMENTARY SCHOOL. An analysis of types of elementary school organization with special attention to influence of school organization upon the educational program. Application of research findings to selection and use of materials of instruction. Special consideration to student's professional problems.
- 575-2 to 4. INDIVIDUAL RESEARCH. The selection, investigation, and writing of a research topic, under the personal supervision of a member of the departmental graduate staff, in one of the following areas: A. Curriculum, B. Supervision, C. Language Arts, D. Science, E. Reading, F. Social Studies, G. Problems in Elementary Education, H. Arithmetic, J. Problems in Kindergarten-Primary, K. Elementary Education Administration and Supervision.
- 596-5 to 9. INDEPENDENT INVESTIGATION. Field study required of each student working for the sixth-year professional certificate. The work should be done in the setting of a school system where the student is employed or where full co-operation is extended. The study involves selecting of the problem, survey of pertinent literature, recording of results, and appropriate interpretations and summarizations.
- 597-1 to 3. THESIS.
- 598-1 to 3. THESIS.
- 599-1 to 3. THESIS.
- 600-1 to 48. DISSERTATION

GUIDANCE

Professor Ralph O. Gallington, Ed.D. (George Washington)	1955
Professor Wm. Neal Phelps, Ed.D. (Colorado State College)	1941
Professor W. A. Thalman, Ph.D. (Cornell)	1929
Associate Professor I. Clark Davis, Ed.D. (Indiana)	1949
Associate Professor Eugene D. Fitzpatrick, Ed.D. (Colorado State College), Chairman	1950
Associate Professor Jack W. Graham, Ph.D. (Purdue)	1951
Associate Professor Clinton Roscoe Meek, Ph.D. (George Peabody)	1957
Associate Professor Guy A. Renzaglia, Ph.D. (Minnesota)	1955

Associate Professor Ivan Lee Russell, Ph.D. (Michigan)	1954
Associate Professor A. J. Shafter, Ph.D. (Iowa)	1957
Associate Professor Dennis Trueblood, Ed.D. (Indiana)	1957
Assistant Professor Harold DeWeese, Ed.D. (Illinois)	1959
Assistant Professor Kenneth Dallas Orton, Ph.D. (Iowa)	1958
Assistant Professor Benson B. Poirier, Ed.D. (Wyoming)	1958
Instructor Harvey F. Gardner, M.S. in Ed. (Southern Illinois)	1955

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Visiting Professor Charles E. Skinner, Ph.D.

(New York) 1956-58; 1959-60

Visiting Professor Austin Turney, Ph.D. (Minnesota)	1958-59
Lecturer Archie N. Griffin, M.S. in Ed. (Southern Illinois)	1956-58
Lecturer Jane Z. Josse, M.S. in Ed. (Southern Illinois)	1957-60
Lecturer Robert M. Tomlinson, M.S. in Ed. (Illinois)	1957-58

The Department of Guidance aids in the preparation of educators for all academic levels by focusing attention on the student with his unique needs, interests, capabilities, limitations, plans, and decisions. In addition to studying the characteristics of the student, considerable attention is paid to the learning processes and methods of evaluation. Majors in Guidance are prepared as specialists to aid and advise other educators concerning student problems as well as to counsel students concerning their own problems.

A minor in guidance is offered at the undergraduate level. This minor consists of the following guidance courses: 305, 412, 420, 421 or 422, 426, and 442.

The major in guidance and counseling is limited to the graduate level.

### *COURSE DESCRIPTIONS*

Courses on the 300 level are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 305-4. EDUCATIONAL PSYCHOLOGY. Study of the learner and the learning process. Includes study of behavior, development, the school environment, application of learning theories, and methods of assessment. Prerequisite: Psychology 201.
- 400-1. ORIENTATION PRACTICUM IN COLLEGE PERSONNEL. The student spends 4-5 hours per week doing routine work under supervision in the Office of Student Affairs.
- 412-4. MENTAL HYGIENE. An integration of knowledge and principles concerning factors and conditions in the personal life that tend to facilitate

- or to deter mental health. Mental health viewed as living creatively in an atmosphere of satisfactory interpersonal relations. Prerequisite: 305.
- 420-4. EDUCATIONAL STATISTICS. The statistics needed by teachers for classroom use, the reading of educational literature, and informal educational research. Includes methods of organizing and presenting data, describing group performance, describing individual performance, model distributions, measure of relationship, measures of reliability, and tests of significance. Prerequisite: 305.
- 421-4. TESTS AND MEASUREMENTS IN THE SECONDARY SCHOOL. Philosophy and history of educational measurements. Principles and practice of test construction. Planning of testing programs for high schools, including the selection, administering, scoring, and interpretation of standardized tests. Prerequisite: 305.
- 422-4. TESTS AND MEASUREMENTS IN THE ELEMENTARY SCHOOL. Philosophy and history of educational measurements. Principles and practice of test construction. Planning of testing programs for elementary schools, including the selection, administering, scoring, and interpretation of standardized tests. Prerequisite: 305.
- 426-4. INDIVIDUAL INVENTORY. Principles and procedures for studying individual pupils and their problems, for guidance purposes. Emphasis on interview, observation, ratings, case study, cumulative record, etc. Prerequisites: 442, and 421 or 422.
- 440-2 to 6. STUDENT PERSONNEL WORK IN THE RESIDENCE HALLS. A basic laboratory and seminar approach to student personnel work in university residence halls. Prerequisite: consent of instructor.
- 441-4. PHILOSOPHY AND TECHNIQUES OF STUDENT PERSONNEL WORK. A critical study of the student personnel point of view. Consideration of various aspects of student life with particular attention to developing skills and techniques of working effectively with students individually and in groups. Prerequisite: consent of instructor.
- 442-4. BASIC PRINCIPLES OF GUIDANCE. Introductory course on student personnel services. Survey of philosophy, principles, and organization of guidance services. Prerequisite: 305.
- 446-4. PERSONNEL WORK WITH COLLEGE STUDENT GROUPS. Student organization in the university community. A critical examination of student group life—self government, leadership training, student union programming, academic clubs, special interest groups, fraternities and sororities. Special emphasis on understanding the dynamics of groups and the role of the adviser in the group. Prerequisite: 441.
- 475-4. IMPLEMENTATION OF GUIDANCE PRINCIPLES IN THE PUBLIC SCHOOLS. Survey course for non-guidance personnel. Emphasizes methods of co-operating with guidance personnel in establishing and maintaining a functional program of guidance services. Prerequisite: consent of instructor. Offered on demand.
- 481-1 to 6. SEMINAR ON A SELECTED TOPIC. Seminars conducted by staff members and/or distinguished guest lecturers on topics related to the area of guidance. Amount of credit will be determined on the basis of the topic and the amount of time required for adequate presentation.
- 485-4 to 9. WORKSHOP IN EDUCATIONAL UTILIZATION OF COMMUNITY RESOURCES. (Same as Education 485.)

Courses on the 500 level are for graduate students only.

- 501-2 to 6. SPECIAL RESEARCH PROBLEMS. For majors in the Department of Guidance. Formulating, investigating, and reporting on a problem in the area of guidance. Prerequisite: advanced standing and consent of instructor.
- 502-4. MEASUREMENT AND EVALUATION OF PRODUCTS AND PROCEDURES. See Industrial Education 502 for course description.
- 503-4. TESTS AND MEASUREMENTS IN BUSINESS EDUCATION. See Secretarial and Business Education 503 for course description.
- 511-4. EDUCATIONAL IMPLICATIONS OF LEARNING THEORIES. Survey of the major theories of learning; conditioning, connectionism, and field theory. Emphasizes the implications of these theories for classroom practice. Prerequisite: 305.
- 515-4. PSYCHOLOGICAL ASPECTS OF EDUCATION. Seminar in which each student prepares and presents a paper concerning a specific application of psychological principles in an educational situation. Discussion by class and staff follows each presentation. Prerequisite: consent of instructor.
- 520-4. ADVANCED EDUCATIONAL STATISTICS. Statistical methods needed for educational research. Includes reliability of statistics, tests of significance, nonparametrics, correlational analysis, and test selection. Prerequisite: 420.
- 521-4. DESIGNING OF EXPERIMENTS IN EDUCATION. Systems of organizing and analyzing data so that maximum information can be obtained. Includes analysis of variance, factorial design, square designs, mixed designs, tests of homogeneity, analysis of covariance, etc. Prerequisite: 520.
- 523-4. MEASUREMENT OF INTERESTS AND APTITUDES. Practical experience in determining pupils' interests and aptitudes as used by guidance personnel in the school. Emphasis on validity, reliability, appropriateness of norms, and interpretation of each test considered. Prerequisites: 421 or 422, 442, or consent of instructor.
- 525-4. SCHOOL BEHAVIOR PROBLEMS AND THEIR PREVENTION. Etiological factors, differential diagnosis, and methods used in the correction of behavior problems. Consideration of intra-community and extra-community facilities available in treatment programs. Includes in-service field work. Prerequisite: 412.
- 526-4. TECHNIQUES IN INDIVIDUAL GUIDANCE. Each student employs psychometric procedures, makes observations, and holds interviews with the student, the parent, the teachers, and others. The student to work with one individual throughout the term. Prerequisite: 426.
- 528-4. ADVANCED GUIDANCE OF THE INDIVIDUAL. A continuation of 426 or 526. Techniques and the methods of treatment which would apply to a particular case. Individual direction and guidance given students by members of the staff. Problems for consideration; educational difficulties, physical disorders, and the way in which these are related to behavior of school children. Prerequisite: 526.
- 535-4. INTRODUCTION TO INDIVIDUAL MEASUREMENT. Survey of theories and practices in the individual assessment of human behavioral

characteristics, to develop understanding and appreciation of these concepts for use in the counseling relationship. Prerequisite: consent of instructor.

536A-4. APPRAISAL OF INTELLIGENCE (Elementary School Level).

536B-4. APPRAISAL OF INTELLIGENCE (Adolescents).

537-4. COUNSELING THEORY AND PRACTICE I. Systematic study of the major approaches to counseling. Observation and practice utilized to supplement didactic discussion. Prerequisite: 441 or 442 or consent of instructor.

538-3. COUNSELING THEORY AND PRACTICE II. Systematic study of major theories of counseling, as they apply to school situations. Supervised experience in role-playing utilizing these approaches to counseling. Prerequisite: 537.

539-3. COUNSELING THEORY AND PRACTICE III. Continuation of 538 with supervised experience in actual counseling to illustrate relationship of theory and practice. Prerequisite: 538.

540-4. ADMINISTRATION OF STUDENT PERSONNEL SERVICES AT THE COLLEGE LEVEL. Administrative leadership as applied to staff, administrators, student government, and the college community. Consideration of student discipline, budgeting, executive planning, records, relationships to academic divisions. Prerequisite: advanced standing in college student personnel program.

541-4. OCCUPATIONAL INFORMATION AND GUIDANCE. Designed for school counselors, industrial supervisors, and teachers to give them an orientation to and experience with occupational information and vocational adjustment. Prerequisite: consent of instructor.

543-4. GUIDANCE THROUGH GROUPS. Study of the methods, techniques, and materials for the organization and utilization of groups for guidance purposes. Prerequisites: 412, 442.

544-4. THE STUDENT LIVING CENTER. The various types of student residences and how they affect student life. The physical plant, the organization of students, and the relation of the hall activities to the total campus program, both academic and social. Co-operating with foods services, health service, business management, and university administration. Prerequisite: 441.

545-4. PROBLEMS IN GUIDANCE. A seminar-laboratory course to discuss current problems in guidance as met by guidance workers in the field in the following areas. A. Problems in Guidance, B. College Student Personnel, C. Educational Diagnosis, D. Test Development, E. Test Analysis, F. Pupil Adjustment, G. Learning and Instruction, H. Individual Differences, J. Organization and Administration.

550-2 to 8. PRACTICUM IN STUDENT PERSONNEL WORK. Practical work experience, under supervision, is provided in each of the following practicum areas. Open to majors in student personnel work who present adequate background and course work. Not more than 8 hours granted in any one area. A. Counseling, B. Group Activities, C. Housing, D. Student Aids, E. Administration, F. Testing.

562-4. THE SCHOOLS FUNCTION IN RELATION TO CHILD AND ADOLESCENT DEVELOPMENT.

- 562A-4. CHILD DEVELOPMENT IN EDUCATION. How children mature and develop with emphasis upon manipulating the curriculum and other school activities to promote normal healthy development. Prerequisite: 412.
- 562B-4. ADOLESCENT DEVELOPMENT IN EDUCATION. The problems of adolescence with emphasis upon ways in which the school can help adolescents in solving these problems. Prerequisite: 412.
- 565-4. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS.
- 566-4. PSYCHOLOGY OF SECONDARY SCHOOL SUBJECTS.
- 573-2. SELECTION, PLACEMENT, AND FOLLOW-UP. Survey of current techniques and criteria used in selection, placement, and follow-up of both handicapped and non-handicapped employees.
- 574-1 to 12. SUPERVISED EXPERIENCE IN REHABILITATION. Experience both on and off campus in interviewing, counseling, case study, and placement of rehabilitation clients under adequate supervision.
- 575A-1 to 4. PRACTICUM IN REHABILITATION: COUNSELING. Practical experience in counseling the handicapped. Prerequisites: consent of Rehabilitation Institute.
- 576-4. PRACTICUM IN SCHOOL PERSONNEL WORK. Laboratory research course for advanced majors. Students to assist with testing programs, keeping records, counseling students. Research projects to accompany practical experience. Minimum of 12 hours per week "on the job." Prerequisite: advanced standing.
- 581-4. INTERNSHIP: APPRAISAL TECHNIQUES AND PROCEDURES. Supervised experience in administering, scoring, interpreting, and using tests in a public school program. Prerequisite: consent of instructor. Offered on demand.
- 582-4. INTERNSHIP: COUNSELING. Supervised counseling experience with students in a public school guidance program. To include counseling of educational, vocational, social, and personal problems. Prerequisite: consent of instructor. Offered on demand.
- 583-4. INTERNSHIP: GROUP GUIDANCE TECHNIQUES. Supervised experience in conducting group guidance in a public school program. To include work with regularly scheduled group guidance classes as well as with clubs and other student organizations. Prerequisite: consent of instructor. Offered on demand.
- 596-5 to 9. INDEPENDENT INVESTIGATION. This is a field study required of each student working for the sixth-year professional certificate. The work should be done in the setting of a school system where the student is employed or where full co-operation is extended. The study will involve selecting of the problem, survey of pertinent literature, recording of results, and appropriate interpretations and summations.
- 599-5 to 9. THESIS.

## HEALTH EDUCATION

Associate Professor Donald N. Boydston, Ed.D.  
(Columbia), Acting Chairman

1955

Associate Professor Frank A. Bridges, D.H.S. (Indiana)	1943
Associate Professor Leslie Ralph Casey, Ed.D. (Columbia)	1957
Associate Professor Florence E. Denny, M.A. (Columbia)	1929
Associate Professor Deward K. Grissom, Ed.D. (Columbia)	1956
Associate Professor John R. LeFevre, Ed.D. (Columbia)	1955
Associate Professor Roswell D. Merrick, Ed.D. (Boston)	1953
Assistant Professor Frances K. Phillips, M.A. (Columbia)	1944
Assistant Professor Charles E. Richardson, Ed.D. (California)	1952
Assistant Professor Jack Smolensky, Ed.D. (Oregon)	1956-57
Assistant Professor Sheldon S. Steinberg, Ed.D. (Columbia)	1956
Assistant Professor Andrew T. Vaughan, Ed.D. (Columbia)	1958
Instructor Donald B. Stone, M.S. (Illinois)	1957-58
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Lecturer James Etheridge Aaron, M.A. (Southern Illinois)	1957-60
Lecturer Edward Mileff, M.A. (Florida State)	1956-57
Lecturer Harold James Shay, M.A. (Notre Dame)	1958-60
Lecturer Richard Wigley, M.S. (Southern Illinois)	1958-60

The Department of Health Education offers both undergraduate and graduate degree major programs with specializations in the areas of school health education, community health education, and safety education.

Required courses constituting a forty-eight hour undergraduate major in health education (with one minor) are 205, 300, 311 or 312, 313S, 334S, 350 or 460, 400, 471, and 490; Microbiology 100 and Physiology 209.

Required courses constituting a thirty-six hour major (with two minors) are 205, 300, 311 or 312, 313S or 334S, 350 or 460, 471 and 490; Microbiology 100 and Physiology 209.

In addition, the major in health education is urged to secure a total of 36 hours of natural science or, if preferred, to secure a minor in biology consisting of Botany 101, 202, 203; Zoology 100, 102, 103; Microbiology 100; and Physiology 209. Minors are suggested in related areas of physical education, home economics, and recreation.

A certification program is available to the health education major in primary, elementary, or secondary teaching specialties.

A special program qualifying the student as a school health co-ordinator has been developed in the Department of Health Education. Upon completion of the special program the graduate is qualified to teach all subjects in the elementary school, is certified to teach health education on elementary and secondary level or serve as a school health co-ordinator.

A health education minor of twenty-four hours and a safety education minor of twenty-four hours are also offered in the department. Required

for the health education minor are 205, 300, 311 or 312, 313S, or 334S, 350 or 460, and 471. Additional courses may be taken in safety education, school health, public health, consumer health, and home nursing.

Required courses for the safety education minor are 302S, 313S, 323S, 334S, 443S. Additional courses may be selected from the following: 320S, 325, 413S, 415S, 525S; Industrial Education 332, 365; Psychology 202, 315, 316, 317, 318, 319.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 100-4. **HEALTHFUL LIVING.** A survey course in personal and community health designed to meet the general health needs, and to develop wholesome health attitudes and practices of college students. Prerequisite for all 300 courses. Required for all freshmen.
- 203-3. **HEALTH PROBLEMS OF THE PHYSICALLY HANDICAPPED.** To aid teachers in detecting deviation from health norms in school children. Interpretation of methods used in detecting physical defects, rehabilitation programs, and agency programs designed for the care of the physically handicapped.
- 205-4. **INTRODUCTION TO HEALTH EDUCATION.** Introduction to philosophy and history of health education as well as functions of the school health department and voluntary agency interaction in the health education program. Prerequisite for all 300 and above.
- 300-3. **COMMUNICABLE DISEASE.** A study of communicable diseases with emphasis on control and principles of prevention and application of these principles to the individual school and community.
- 302S-4. **DRIVER EDUCATION AND TRAINING.** To prepare the college student for teaching driver education and training in the secondary school. Prerequisite: Illinois driver's license.
- 310-4. **HOME NURSING.** Theory, practice, and demonstration concerning equipment, care of patient and sick room, maternity and child care, recognition of common symptoms of disease, administration of simple treatments.
- 311-4. **CHILD DEVELOPMENT.** Physical development of the child beginning with the study of pregnancy, pre-natal and maternal care continuing with overview of development from birth through puberty.
- 312-4. **EMOTIONAL HEALTH.** Concepts of positive emotional health as related to teacher and parent in terms of influences of the child in the classroom and community.
- 313S-4. **INTRODUCTION TO SAFETY EDUCATION.** Prepares for safety education in the public schools. Concerns safety as a social problem, development of safety skills, accident causes, teacher liability, research in the field.

- 320S-2. SAFETY IN PHYSICAL EDUCATION AND ATHLETICS. For preparation to teach in elementary or secondary school athletic or physical education programs. Emphasis on sports safety methods.
- 323S-4. METHODS AND MATERIALS IN SAFETY EDUCATION. To acquaint student with material aids and methods techniques in the teaching of safety education at elementary and secondary school levels.
- 325-3. COMMUNITY HEALTH PROBLEMS. Problems of a community health nature are treated and methods outlined to meet the problems. Areas include community health organization, problems of the environment, food, sanitation, and disease. Epidemiological processes stressed.
- 334S-4. FIRST AID. Red Cross First Aid Course with lectures, demonstrations, and practical applications. Red Cross Instructor's Certificate given.
- 350-4. METHODS AND MATERIALS IN ELEMENTARY HEALTH EDUCATION. Designed to show the prospective teacher fundamental processes, techniques, and material aids involved in elementary school health teaching.
- 355-4. INTRODUCTION TO PUBLIC HEALTH. Philosophy, organization, administration, and functions of federal, state, and local, official and voluntary public health agencies. Periodic field trips involved.
- 356-5. PUBLIC HEALTH II. An examination of specific public health problems and measures of control. Intended for health science students only.
- 365-4. PROBLEMS OF HEALTH EDUCATION IN THE PUBLIC SCHOOLS. Study and observation of existing health education problems in the public schools; of recent developments in education and their influences upon the school health program.
- 400-4. HEALTH APPRAISAL OF SCHOOL CHILDREN. The role of the teacher in the health appraisal of the school child, including school health examinations, use of health records, and emphasis on training for recognition of health deviations from normal common among school children. Not open to students who have had 450.
- 405-3. METHODS AND MATERIALS IN SOCIAL HYGIENE. Methods and materials course designed to prepare the prospective teacher to instruct in various phases of family life education.
- 413S-4. SAFE AND HEALTHFUL LIVING OUTDOORS. This course has to do with safe and healthful living outdoors. Areas to be included are foods, sanitation, survival, plants and animals, natural hazards, emergency care, water, riflery, and others. Prerequisites: 334, and at least 10 hours of biological sciences.
- 415S-4. WORKSHOP IN DRIVER EDUCATION AND TRAFFIC SAFETY. Summer course designed for pre-service and in-service teachers of driver education and traffic safety. Individual and group problems will be treated. Lectures by safety authorities, demonstrations, field trips, audio-visual materials, and individually supervised research in special problem areas. Prerequisite: 302 or equivalent.
- 442S-4. DRIVER EDUCATION METHODS. An advanced course in driver education which includes a study of existing courses of study, review of research, course-of-study planning, visitation and reporting, panel discussions, accident statistics, conducting the secondary school program, testing, and demonstration in the car. Prerequisite: 302.

- 443S-4. METHODS AND MATERIALS IN DRIVER EDUCATION. An advanced course in driver education which includes a study of existing courses of study, review of research, course-of-study planning, visitation and reporting, panel discussions, accident statistics, conducting the secondary school program, testing, and demonstration in the car. Prerequisite: 302.
- 450-4. HEALTH EDUCATION IN THE ELEMENTARY SCHOOL. Responsibilities of schools to instruct their students in basic fundamentals of how to live healthfully. Principles, methods, programs, and materials for the elementary teacher. The integration of health with other subjects, health observation of children, abnormalities, screening tests, and related materials. Not open to students who have had 400.
- 460-4. METHODS AND MATERIALS IN SECONDARY SCHOOL HEALTH EDUCATION. Shows the prospective teacher the fundamental processes involved in the teaching of health education at the secondary level.
- 461-4 to 6. WORKSHOP IN HEALTH EDUCATION. Summer course for in-service teachers, administrators, advanced students, nurses, social workers, and others interested in public health aspects of school and community living. Individual problems of classroom health treated as units in such fields as speech defects and their detection and correction, communicable disease control, nutrition, social and mental hygiene. Lectures, demonstrations, films, field trips, and individually supervised research in special problems. Prerequisite: 100 or its equivalent.
- 462-4. HEALTH EDUCATION WORKSHOP. A continuation of 461 with emphasis on total school health teaching objectives.
- 463-4. HEALTH EDUCATION WORKSHOP. A continuation of 462 with emphasis on evaluation of total school health teaching program.
- 471-4. ORGANIZATION AND ADMINISTRATION OF SCHOOL HEALTH. Appraisal of over-all school organization for health education, including health service and personnel, health and safety instruction, school environment, school health examination, local, state, and federal resources for health, health councils, and interdepartmental relationships.
- 480S-4. WORKSHOP IN SAFETY EDUCATION. Summer course for in-service teachers, nurses, administrators, advanced students, and others interested in safety education as it applies to the public school and the community. Individual problems, lectures, demonstrations, films, field trips, and individual group study in special areas of interest. Prerequisite: 313 or 323 or consent of instructor.
- 488-3. HEALTH EDUCATION ASPECTS OF ENVIRONMENTAL SANITATION. Application of principles of learning to man's contacts with his environment: water, food, air, radiation, housing, and refuse. Emphasis is placed upon both individual and community aspects of environmental health. Prerequisites: 100, 205, or equivalent.
- 489-4. INTRODUCTION TO VITAL STATISTICS. An introduction to biostatistics; examination of theories of population growth; understandings of collection, organization, summarization, presentation, evaluation, and interpretation of data relative to biologic happenings. Prerequisite: Mathematics 120 or equivalent.
- 490-4 to 6. FIELD WORK IN SCHOOL AND COMMUNITY HEALTH. Field

training, observation, and participation in current public and school health programs. Area schools and public health agencies will be utilized to provide practical experience for the health education student. Restricted to majors in the department.

- 500-4. COMMUNITY ORGANIZATION FOR HEALTH EDUCATION. Review of the philosophies of community organization for health; techniques of group work, current research in community organization, and examination of programs of community health agencies.
- 510-4. CONSTRUCTION OF THE CURRICULUM IN HEALTH EDUCATION. Review of health instruction programs in elementary and secondary schools, consideration of health needs and interests and their relationship to the curriculum, evaluation of health texts, and evaluation of current research.
- 511-5. PRACTICUM IN HEALTH EDUCATION WORKSHOP. Designed to give graduate and post-graduate students experiences in organizing, planning, and operating in-service training programs through workshop methods.
- 515-4. REVIEW OF CURRENT LITERATURE IN HEALTH EDUCATION, PUBLIC HEALTH, AND SAFETY EDUCATION. A survey and analysis of the newer publications in the related fields of health education, public health, and safety education.
- 520-4 to 6. SPECIAL PROJECTS IN HEALTH EDUCATION. For students who may wish to conduct more detailed research and study on advanced problems in the fields of public health, safety education, and health education.
- 525S-4. ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF SAFETY EDUCATION. Designed to give the student basic principles of organization, administration, and supervision in safety education. Problems, policies, practices, and methods involved in the organization and administration of a safety education program.

## HIGHER EDUCATION

Professor John E. Grinnell, Ph.D. (Stanford)	1955
Professor George H. Hand, Ph.D. (Princeton), Chairman	1952

The Department of Higher Education was established on July 1, 1959. Because of this recent establishment, details concerning its courses and degrees were not available to appear in this bulletin. Certain of the courses planned for this department are listed presently in the offerings of the Department of Secondary Education.

The general goal of the Department of Higher Education will be a program: (1) to interest and instruct college graduates in the college teaching profession and its problems; (2) to interest and instruct college graduates in the field of college administration; (3) to analyze and call

attention to historical and current problems, issues, and opportunities in higher education.

For detailed information on courses and degrees, questions should be directed to Professor George H. Hand, Chairman, Department of Higher Education.

## INSTRUCTIONAL MATERIALS

Professor Ralph E. McCoy, Ph.D. (Illinois)	1954
Associate Professor Paul Robert Wendt, Ph.D. (Minnesota), Chairman	1955
Assistant Professor Gordon K. Butts, Ed.D. (Indiana)	1950
Assistant Professor Kathleen G. Fletcher, M.S. (Illinois)	1955
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Lecturer Roy Winston Evans, A.M. (George Peabody)	1958
Lecturer Viola Louis James, A.M. (Chicago)	1957-58
Lecturer Grosvenor C. Rust, A.M. (Chicago)	1958-60

The Department of Instructional Materials offers undergraduate and graduate work in the utilization of teaching materials. The departmental curriculum is designed to train both audio-visual co-ordinators and librarians to become fully qualified instructional materials specialists who can administer all teaching materials. The program also provides the traditional undergraduate minor in library science, and graduate minors in library science and in audio-visual education.

Persons trained primarily as teachers may qualify for part-time professional service in a school library by completing a minor of twenty-four hours of work in approved courses.

The required courses constituting a minor in library science are 201, 303, 306, 308, 405, 406. Electives for this minor are 417 and 420.

## COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

100-2. THE USE OF SOUTHERN ILLINOIS UNIVERSITY LIBRARY. Detailed instruction on how to use the Morris Library at Southern Illinois University. Explains the library divisions, the card catalogue, reference books, special collections and services of the library.

- 201-2. THE INSTRUCTIONAL MATERIALS APPROACH TO LEARNING. An introductory course to the study of instructional materials. A survey of the history of libraries and audio-visual centers; the complete range of materials of teaching with their unique and common characteristics; the background of the school instructional materials program.
- 306-4. SCHOOL LIBRARIES AS INFORMATION CENTERS. Evaluation, selection, and use of reference sources for elementary and secondary school libraries. Principles and methods of reference service.
- 308-4. SCHOOL LIBRARY TECHNICAL PROCESSES. Organization of library materials for effective service to readers. Acquisition, classification, cataloguing, preparation, preservation, and circulation of materials. Laboratory assignments.
- 400-2. LIBRARY RESEARCH METHODS. Introduction to the use of library materials in graduate research. Includes a survey of scholarly publishing and the use of reference works in various subjects.
- 403-4. SCHOOL LIBRARY FUNCTIONS AND MANAGEMENT. Effective library services in relation to the educational objectives of elementary and secondary school programs; organization, supervision, finance, housing, equipment, standards, and evaluation.
- 405-4. LIBRARY MATERIALS FOR CHILDREN. Study of the aids, methods, and criteria for the selection and use of books and other instructional materials for children in the elementary schools. Open to juniors with consent of instructor.
- 406-4. LIBRARY MATERIALS FOR ADOLESCENTS. A study of the aids, methods, and criteria for the selection and use of books and other instructional materials for students in the high school. Open to juniors with consent of instructor.
- 417-4. AUDIO-VISUAL METHODS IN EDUCATION. Selection and utilization of audio-visual methods in the teaching situation, elementary through adult levels. Motion pictures, slides, filmstrips, and recordings particularly stressed. Prerequisite: Guidance 305.
- 420-4. SCHOOL LIBRARY ACTIVITIES AND PRACTICE. Supervised practice and observation integrated with instruction in the typical activities of school librarianship; storytelling, publicity, developing units of library instruction, and work with students. Prerequisites: 303, 306, 308, 405 or 406.
- 440-2. PHOTOGRAPHY FOR TEACHING. Techniques of photographing community resources and other materials for classroom instruction and school public relations. Emphasis on obtaining of material for color slides and study prints.
- 445-4. PREPARATION OF TEACHER-MADE AUDIO-VISUAL MATERIALS. Laboratory practice in the preparation of bulletin boards, opaque materials, models, lantern and 2 x 2 slides, recordings, feltboards, and other graphic materials. Prerequisite: 417 or consent of instructor.
- 457-4. RADIO AND TELEVISION IN THE CLASSROOM. Existing children's programs and their value to the teacher and school administrator in the classroom. Sample tapes of radio programs and kinescopes will be used.
- 458-4. THE MEDIUM OF THE MOTION PICTURE. A study of the full

range of expression by motion pictures including the documentary, theatrical, educational, experimental, and industrial films. Representative films will be screened.

Courses on the 500 level are for graduate students only.

- 510-4. MASS COMMUNICATIONS IN EDUCATION. The school and libraries in mass communication. The problems of propaganda, intellectual freedom, methods of research, and international aspects of communication are considered.
- 514-4. READING AND VISUAL STUDIES. A survey of research in individual reading interests and habits, the sociological effect of reading, and the reading of pictures as a basis for selection. Prerequisites: 405, 406, 417.
- 530-4. HISTORY OF BOOKS AND LIBRARIES. The evolution of the printed book and the rise and development of modern libraries.
- 546-4. INTEGRATION OF AUDIO-VISUAL MATERIALS IN THE CLASSROOM. Selection of materials for integration in the curriculum. Criteria and appreciation of the place of each type of audio-visual material in the classroom. Prerequisite: 417.
- 547-4. SCHOOL FILM AND FILMSTRIP PRODUCTION. Simplified techniques for teachers and audio-visual co-ordinators who may need to produce school-made films and filmstrips to meet local school problems.
- 548-4. SUPERVISION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM. Intended to provide professional information and training for anyone who has administrative responsibilities for an audio-visual program. For teachers, co-ordinators, or directors.
- 549-4. VISUAL LEARNING. Learning from pictures in the classroom, the design of still and moving pictures, pictures used in testing perception, and the place of pictures in advertising and communication. Prerequisite: consent of instructor.
- 554-4. ADMINISTRATION OF AN INSTRUCTIONAL MATERIALS CENTER. Based on the concept of a single agency that encompasses all forms of instructional materials. For specialists in the supervision and administration of integrated audio-visual and library programs. Prerequisites: 303, 548, Educational Administration and Supervision 456, 460, or equivalent.
- 560-4. SEMINAR IN INSTRUCTIONAL MATERIALS. Designed to give advanced graduate students an opportunity to investigate and discuss topics in instructional materials before the seminar group. Topics selected would depend on background and interest of individuals.
- 576-2 to 4. PROBLEMS IN INSTRUCTIONAL MATERIALS. Opportunity for individual study of selected problems. Prerequisite: consent of instructor.
- 599-5 to 9. THESIS.

## PHYSICAL EDUCATION FOR MEN

Professor Jay A. Bender, Ph.D. (Illinois)

1957

Associate Professor Leslie Ralph Casey, Ed.D. (Columbia)

1957

Associate Professor John R. LeFevre, Ed.D. (Columbia)	1955
Associate Professor Leland P. Lingle, M.A. (Iowa)	1927
Associate Professor Glenn Martin, M.A. (Iowa)	1938
Associate Professor Roswell D. Merrick, Ed.D. (Boston)	1953
Associate Professor Edward J. Shea, Ph.D. (New York), Chairman	1954
Assistant Professor C. C. Franklin, Jr., (Indiana), Director	1948
Assistant Professor Albert P. Kawal, M.Ed. (Boston)	1955
Assistant Professor Lynn C. Holder, M.S. in Ed. (Indiana)	1946
Assistant Professor Frederick B. Lewis, Jr., M.A. (New York)	1956-57
Assistant Professor Andrew T. Vaughan, Ed.D. (Columbia)	1958
Assistant Professor James J. Wilkinson, P.E.D. (Indiana)	1948-50; 1951
Instructor Robert Eric Franz, M.S. in Ed. (Southern Illinois)	1953
Instructor Harry Gallatin, Jr., M.A. (Iowa State)	1958
Instructor Norman C. Greene, B.S. (Washington State College)	1957
Instructor William T. Meade, M.A. in Ed. (North Carolina)	1956
Instructor Carmen A. Piccone, M.S. (Southern Illinois)	1955
Instructor Robert R. Spackman, Jr., B.S. (Pennsylvania State Teachers College)	1957

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Lecturer William C. Bleyer, M.S. in Ed. (Southern Illinois)	1957-58
Lecturer Donald Leo Burke, M.Ed. (Kent State)	1956-57
Lecturer George A. Iubelt, M.A. (Indiana)	1959-60
Lecturer Thomas Ray Millikin, B.S. in Ed. (Southern Illinois)	1957-58
Lecturer James Lee Sells, M.S. (Southern Illinois)	1956-57
Lecturer Paul Tretiak, M.Ed. (Missouri)	1956-60
Lecturer Charles Ray Weiss, M.S. in Ed. (Southern Illinois)	1957-59

## COACHING STAFF

Head of Intercollegiate Athletics: Donald N. Boydston, Ed.D. (Columbia)	1955
Head Baseball Coach: Glenn Martin, M.A. (Iowa)	1938
Head Basketball Coach: Harry Gallatin, Jr., M.A. (Iowa)	1958
Head Football Coach: Carmen A. Piccone, M.S. (Southern Illinois)	1955
Head Golf Coach: Lynn C. Holder, M.S. in Ed. (Indiana)	1946
Head Swimming Coach: Leslie Ralph Casey, Ed.D. (Columbia)	1957
Head Tennis Coach: John R. LeFevre, Ed.D. (Columbia)	1955
Head Track and Cross Country Coach: Leland P. Lingle, M.A. (Iowa)	1927
Head Wrestling Coach: James J. Wilkinson, P.E.D. (Indiana)	1948-50; 1951

Assistant Football Coach: Robert Eric Franz, M.S. in Ed. (Southern Illinois)	1953
Assistant Football Coach: Andrew T. Vaughan, Ed.D. (Columbia)	1958
Coach Albert P. Kawal, M.Ed. (Boston)	1955
Coach William T. Meade, M.A. in Ed. (North Carolina)	1956
Instructor Robert R. Spackman, Jr., B.S. (Pennsylvania State Teachers College)	1957
Assistant Athletic Director: Bill Brown, M.A. in Ed. (North Carolina)	1957
Assistant Basketball Coach: George A. Iubelt, M.A. (Indiana)	1959-60

The Department of Physical Education for Men offers a program leading to the Bachelor of Science in Education degree.

Six hours of physical education activity courses are required of all degree students as part of the general university requirements for graduation. These courses, which should be completed in the freshman and sophomore years, are 151, 152, 153, 251, 253, or 149 and 249 in the case of students with functional or structural disorders. However, the following courses are acceptable as substitutes: three quarters of competition on varsity sport squads, each quarter in a different sport and each sport to be credited only once (170, 171, 172, 173, 174, 175, 176, 177, 178, 179), or 204, 205, 208, 224, 230, 233, 239, 240, 254, 317, 324, 377, 378 for similar periods of 251, 252, 253. Six hours of physical education activity is the maximum credit which may be accepted toward graduation.

The curriculum for a major in the Department of Physical Education for Men consists of a total of forty-eight hours of theory and practice courses. This entire unit of specialization is intended to qualify young men for positions as teachers, coaches, or specialists in public and private elementary or secondary schools, colleges, universities, as well as other social agencies which promote physical activity programs. The curriculum is designed to meet the requirements of state departments of education and other agencies which have adopted professional standards.

Required courses and related experiences for the major are as follows:

1. Theory courses—101A, 101B, 303, 305, 330A, 330B, 341, 350, 354, 365 or one additional sports theory course, 370, 376, and Health Education 460. Physiology 209 and 300 are prerequisites to 303, 305, and 376.

2. Practice courses—114, 115, 116, 117, 118, 119, 215, 216, 217 and the sections of 151, 152, 153, 251, 252, and 253, which are offered each term and specially designed for majors and minors in physical education. All practice courses must be completed by the end of the sophomore year.

Students who cannot swim must audit a beginner's course of instruction before enrolling for 117.

3. Elective courses—Students who minor in recreation or health education may substitute four hours of physical education electives for Health Education 460 or two hours for 365. Elective courses are 331A, 331B, 331C, 331D, 331E, 331F, 345A, 345B, 345C.

4. Student Teaching and Observation—Complete and integrated experience in teaching physical education and assisting in coaching under qualified supervisors is provided students in the University School and in co-operating schools in and near Carbondale.

5. Related Professional Experiences—Other valuable experiences are provided majors in physical education to supplement the regular course work. Some of these are gained through membership in the Physical Education Majors Club, membership in professional associations, on the inter-collegiate and intramural athletic teams as participants, officials and managers, assisting in service class testing, attendance at clinics, workshops, conventions, and conferences, reading of professional journals, "I" Club membership, and others.

Students who wish to minor in physical education must complete thirty hours of courses as follows: 101A, 101B, 341, 350, 354, 370, 376, (Physiology 300 is a prerequisite to 376), and two hours from any of 330A, 330B, 331B, 331C. In addition, minors must complete the following practice courses: 115, 116, 117, 215, 216, and 217.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

101A-5. ORIENTATION PRACTICUM IN PHYSICAL EDUCATION I. Intended to introduce the student to his professional field, to enable him to secure a concept of the role of physical education in total education, and to crystallize his thinking in relation to vocational objectives. First term freshman year.

101B-5. ORIENTATION PRACTICUM IN PHYSICAL EDUCATION II. Presents significant historical aspects of physical education and its role in the broad cultural heritage in order to provide an interpretation and perspective to contemporary issues and developments. Second term freshman year.

114-1. METHODS AND MATERIALS OF TEACHING WRESTLING. Enables the student to master the fundamental skills of wrestling as well

- as to teach the individual and group methods of wrestling instruction. Freshman year.
- 115-2. METHODS AND MATERIALS OF COACHING BASEBALL. Development of the practical skills and ability to teach and coach the techniques of batting, fielding, and playing the various positions in the game. Freshman year.
- 116-2. METHODS AND MATERIALS OF TEACHING GYMNASTICS. To develop individual techniques in stunts and tumbling, calisthenics, parallel bars, side horses, trampoline, and high bar; fundamental skills, individual and group methods of instruction. Freshman year.
- 117-1. METHODS AND MATERIALS OF TEACHING SWIMMING. Stresses techniques and methods of teaching applied to individual and group instruction. Basic strokes, underwater swimming, elementary diving, body and breath control, self support, and watermanship. Freshman year. Prerequisite for nonswimmers: audit beginner's swimming course.
- 118-1. METHODS AND MATERIALS OF TEACHING TENNIS. Enables the student to acquire, through practice, the knowledge and skills necessary to teach these activities; includes consideration of desirable teaching materials to enhance instruction. Freshman year.
- 119-1. METHODS AND MATERIALS OF TEACHING GOLF. To prepare the student to teach the fundamental aspects of golf, with emphasis on adaptation to varied approaches in teaching. Freshman year.
- 215-2. METHODS AND MATERIALS OF COACHING TRACK AND FIELD. Students gain practical experience as a foundation for learning the techniques of teaching the running and field events. Emphasis on individual analysis of movement for effective teaching. Freshman year.
- 216-2. METHODS AND MATERIALS OF COACHING BASKETBALL. Deals with individual and team fundamentals with special emphasis on passing, pivoting, shooting, dribbling, and variety of play patterns concerned with offense and defense. Basic methods of teaching and coaching. Sophomore year.
- 217-2. METHODS AND MATERIALS OF COACHING FOOTBALL. Individual instruction and practice in all the fundamentals of the game such as passing, kicking, blocking, tackling, running. Emphasis on effective methods of teaching and coaching. Sophomore year.
- 303-5. KINESIOLOGY. Study of joint and muscle action as a basis for the mechanical analysis of human physical movement executed in daily life and in physical education activities and sports. Prerequisite: Physiology 300.
- 305-2. PHYSICAL EDUCATION FOR THE ATYPICAL STUDENT. Deals with the recognition of physical deviations from the normal student and with the provisions of special or modified physical education or recreational activities for such students. Prerequisites: Physiology 209 and 300.
- 330A-2. THEORY OF BASKETBALL COACHING. Different types of offense and defense studied; special emphasis given to early season conditioning and practice, offensive and defensive drills, team strategy, rules of the game. Prerequisite: 216.
- 330B-2. THEORY OF FOOTBALL COACHING. Deals with all phases of the game; offensive and defensive formation analyzed; strengths and weak-

- nesses of each studied; various types of individual plays analyzed; rules discussed. Prerequisite: 217.
- 331A-2. THEORY OF SWIMMING COACHING. Treatment of foundations and principles underlying coaching methods; comparative study differences in prevailing theories and methods; development of programs of training in pre-season, mid-season, and post-season of competition. Prerequisite: 117.
- 331B-2. THEORY OF BASEBALL COACHING. A study of the strategy of the game; the conduct of daily practice; analysis of the rules and their application to play situations. Also effective methods of coaching for best results. Prerequisite: 115.
- 331C-2. THEORY OF TRACK AND FIELD COACHING. Theoretical concepts dealing with the effective performance in running and field events; special emphasis on methods of training for such events; methods of organizing and conducting track and field meets. Prerequisite: 215.
- 331D-2. THEORY OF WRESTLING COACHING. Prepares students to develop program of wrestling; includes comparative knowledge of problems, techniques, materials, and systems in coaching wrestling as well as the organization and administration of the wrestling program. Prerequisite: 114.
- 331E-2. THEORY OF TENNIS COACHING. Theory of advanced strokes, strategy and tactics, scheduling and conducting matches, tournaments, exhibitions and clinics; officiating; organizing and promoting development programs. Prerequisite: 118.
- 331F-2. THEORY OF GYMNASTIC COACHING. Deals with all phases of gymnastics; organization of dual meets, championships, and exhibitional teams; practice schedules; care and purchase of equipment; development and evaluation of exercises and routines; techniques of judging. Prerequisite: 116.
- 335-2. ADMINISTRATION OF AQUATICS. The organization, administration, and supervision of aquatic programs in institutional and community swimming pools and camp waterfronts; the construction, operation, and maintenance of pools and waterfronts; personnel and program problems.
- 341-3. PRINCIPLES OF PHYSICAL EDUCATION. An understanding of the scientific foundations of physical education as implied by the accepted principles of psychology, physiology, sociology, biology, educational method of philosophy, anatomy, kinesiology, and related areas. Senior year.
- 345A-1. OFFICIATING OF FALL SPORTS. Interpretation of rules in football, cross country, and soccer; techniques of officiating; code of ethics, for officials and players; problems of officiating. Officiating practice required.
- 345B-1. OFFICIATING OF WINTER SPORTS. Interpretation of rules in basketball, wrestling, and swimming; techniques of officiating; code of ethics for officials and players; problems of officiating. Officiating practice required.
- 345C-1. OFFICIATING OF SPRING SPORTS. Interpretation of rules in baseball, track and field, tennis and golf; techniques of officiating; code of ethics for officials and players; problems of officiating. Officiating practice required.

- 350-3. METHODS AND MATERIALS FOR TEACHING PHYSICAL EDUCATION ACTIVITIES IN THE ELEMENTARY SCHOOL. The organization and conduct of the program with special emphasis on program planning, evaluation of materials, observation and practice in creative rhythms, singing games, folk dancing, and games of low organization. 2 hours lecture; 2 hours laboratory.
- 354-4. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS. The organization and conduct of the total program of physical education including interscholastic athletics based upon accepted educational policies and practices. Emphasis on problems of administration.
- 365-2. ORGANIZATION AND ADMINISTRATION OF COMMUNITY RECREATION. The social, economic, and governmental structure of the community; establishing the community recreation program; problems of facilities; equipment, finance, promotion; selecting and supervising personnel integration with associated programs.
- 370-3. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION. Measurement as an aid in determining student needs, curriculum construction, teaching effectiveness, and the attainment of educational objectives. Includes the selection, administration, and interpretation of tests. 2 hours lecture; 2 hours laboratory.
- 376-3. EMERGENCY CARE AND PREVENTION OF ATHLETIC INJURIES. The theoretical and practical methods of preventing and treating athletic injuries; techniques of taping and bandaging; emergency first aid; massage; use of physical therapy modalities. 2 hours lecture; 2 hours laboratory. Prerequisite: Physiology 300 (majors).

Physical education courses on the 400 and 500 levels are offered on a combined basis for both men and women.

- 400-4. EVALUATION IN PHYSICAL EDUCATION. Historical background of measurement in physical education; selection and evaluation of contemporary testing devices; structure and use of tests; administering the testing program; and interpretation and application of results. Fulfills the tests and measurements course requirements for the degree of Master of Science in Education.
- 402-3. ORGANIZATION AND ADMINISTRATION OF INTRAMURAL AND EXTRAMURAL ACTIVITIES. Planning intramural programs of sports; planning and co-ordinating extramural activities commonly associated with physical education.
- 403-4. THE ADAPTATION OF PHYSICAL AND RECREATIONAL ACTIVITIES TO THE HANDICAPPED INDIVIDUAL. Recognition of postural deviations; devising and planning programs for the physically atypical.
- 404-4. THE TEACHING OF SPORTS. Teaching methods, officiating, organization, safety precautions, and selecting equipment for sports.
- 405-4. CURRENT THEORIES AND PRACTICES IN THE TEACHING OF DANCE. History and evolution of dance; place of dance in education and recreation.
- 406-4. BASIC CONCEPTS OF PHYSICAL EDUCATION. The place of physical education in the school program, and the concepts underlying the

program. (Required of all students not presenting the undergraduate courses 354 or 340.)

- 408-2 to 4. **WORKSHOP—PHYSICAL FITNESS: ITS ROLE AND APPLICATION IN EDUCATION.** Improvement of programs and teaching techniques involved in the development of various aspects of physical fitness. Units on postural status; body weight control; tension factors, causes, and control; exercise tolerance; and general body mechanics and control.
- 420-3. **PHYSIOLOGICAL EFFECTS OF MOTOR ACTIVITY.** The general physiological effect of motor activity upon the structure and function of body organs; specific effect of exercise on the muscular system. Prerequisite: Physiology 209 or equivalent.

Courses on the 500 level are for graduate students only.

- 500-4. **TECHNIQUES OF RESEARCH.** Critical analysis of research literature; study of research methods and planning research studies. Prerequisite: 400 or concomitant registration in 400.
- 501-4. **CURRICULUM IN PHYSICAL EDUCATION.** The aims, objectives, and goals of physical education and recreation; principles and procedures for curriculum construction; and criteria for selecting activities and judging outcomes.
- 502-4. **FOUNDATIONS OF MOTOR SKILLS.** Application of physiological, kinesiological, and mechanical principles to intelligent control of large-muscle motor activities. Recommended background, a course in kinesiology.
- 503-4. **SEMINAR.** Lectures, discussion, and critiques in physical education and related fields. Recommended background, 500 or equivalent.
- 504-4. **PROBLEMS IN PHYSICAL EDUCATION.** Planning, conducting, and reporting original research studies. Prerequisite: 500 or equivalent.
- 507-4. **SCIENTIFIC BASIS OF ATHLETIC TRAINING.** Study of the factors which affect maximum human performance in athletic competition.
- 508-3. **ADMINISTRATION OF INTERSCHOOL ATHLETICS.** Existing problems in interschool athletics, with particular attention to secondary school athletic programs.
- 509-4. **SUPERVISION OF HEALTH AND PHYSICAL EDUCATION.** The functions of supervision in physical and health education; basic principles and methods of supervision. Techniques and methods for increasing the effectiveness of the program at the elementary and high school levels.
- 510-4. **CURRENT TRENDS IN MOTOR EDUCATION FOR THE KINDERGARTEN-PRIMARY CHILD.**
- 510A-2, 510B-2. **MOTOR DEVELOPMENT.** (A) Early patterns of motor behavior and the development of physical skills in childhood. (B) The development of physical abilities during adolescence. Individual differences in motor proficiency and factors affecting the acquisition of motor skills. Concepts of motor learning with inferences for improving instructional practices.
- 525-1 to 6. **READINGS IN PHYSICAL EDUCATION.** Supervised reading in selected subjects. Prerequisite: consent of instructor and chairman of department. Open only to last-term seniors and graduate students.
- 599-3 to 9. **THESIS.**

## PHYSICAL EDUCATION FOR WOMEN

Professor Dorothy Davies, Ed.D. (Cincinnati), Chairman	1939
Professor Helen Zimmerman, Ph.D. (Wisconsin)	1952
Associate Professor Lura Elizabeth Evans, Ph.D. (Iowa State)	1949
Assistant Professor Dorothy M. Muzzey, M.A. (Iowa)	1928
Assistant Professor Jean Stehr, M.A. (Texas State College for Women)	1944
Instructor Elsie Jane Cobb, M.S. (Ohio)	1956
Instructor Sarah Jane Daqqaq, M.Ed. (North Carolina)	1955
Instructor Yvonne Grace Dempsey, M.S. (Wisconsin)	1955
Instructor Joanne Lee Thorpe, M.Ed. (North Carolina)	1958
Instructor Charlotte West, M.Ed. (North Carolina)	1957
Instructor Virginia Ellen Young, M.Ed. (Boston)	1956
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Lecturer Shirley Fleming, B.S. in Ed. (Southern Illinois)	1957-58
Assistant Instructor Margaret Clemens	1953-60

The Department of Physical Education for Women offers courses leading to the Bachelor of Science in Education degree. A physical education major consists of forty-eight hours in addition to the six activity courses required in the general requirements and eight hours of health education.

The activity courses presented for graduation must include three courses on the 100 level and three courses on the 200 or 300 level.<sup>1</sup>

Students who are advised by the University physician to restrict their activity should register for freshman courses marked "A" unless otherwise advised by the departmental representative.

In addition to the general degree and the College of Education requirements, courses constituting a major in physical education are 303, 304, 305, 306, 307, 308, 309, 350, 351, 352, 353, 354, 355; Health Education 334, 460 and the required activity courses<sup>2</sup> 101B, 107, 120, 212, 216, 223, 230, 233, and 239.

Electives for the physical education major are 214, 215, 222, 254, 255, and 317 (choice of three); 208 and 374 (choice of one); 311A, 311B, 345, 376, (choice of two).

<sup>1</sup>Not more than one activity course may be taken in any one term without special permission from the department.

<sup>2</sup>Any major may take a test and be exempt from these required activities. She will then be advised to substitute an unfamiliar activity for an exempted one.

Thirty hours are required for a minor in physical education. Any girl wishing to minor should consult the chairman of the physical education department to work out a course of study. A girl may take a minor in teaching elementary school physical education or she may take a minor in teaching secondary school physical education.

A student desiring a suggested course plan for her four-year period may secure one from the departmental office.

### *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

#### BASIC MOVEMENT

127-1. BASIC BODY MOVEMENT.

#### FRESHMAN TEAM SPORTS

101H-1. HOCKEY. Techniques, skills, and team tactics. For freshmen.

101B-1. SPEEDBALL. Techniques, skills, and team tactics. For freshmen only.

101S-1. SOCCER. Techniques, skills, and team tactics. For freshmen only.

102-1. BASKETBALL.

103-1. VOLLEYBALL AND FOLK DANCING.

#### FRESHMAN INDIVIDUAL PHYSICAL EDUCATION

101A-1, 102A-1, 103A-1. INDIVIDUAL PHYSICAL EDUCATION. A course for students who are physically unable to participate in the regular physical education activities.

#### SWIMMING

100-1, (204-1). BEGINNING SWIMMING.

120-1, (205-1). INTERMEDIATE SWIMMING.

228-1. DIVING.

316-1. ADVANCED SWIMMING.

317-1. LIFE SAVING AND WATER SAFETY. Techniques of Red Cross Life Saving and Water Safety.

#### SOPHOMORE TEAM SPORTS

206-1. VOLLEYBALL. A course on advanced techniques and team tactics for the game of volleyball.

212-1. BASKETBALL.

213-1. SOFTBALL.

223-1. HOCKEY. Techniques and skills.

#### SOPHOMORE INDIVIDUAL SPORTS

214-1. ARCHERY.

215-1. BADMINTON.

216-1. TENNIS.

218-1. RECREATIONAL SPORTS. Badminton, duck pins, and other recreational sports.

222-1. GOLF. Strokes, rules and regulations of the game.

254-1. BOWLING. (Fee required)

255-1. FENCING.

#### SOPHOMORE ADAPTED PHYSICAL EDUCATION

201A-1, 202A-1, 203A-1. ADAPTED PHYSICAL EDUCATION. Hours to be arranged by conference.

#### MODERN DANCE

107-1. FUNDAMENTAL RHYTHMS.

233-1. MODERN DANCE. Fundamentals of movement and composition. A basic course leading to the creating of contemporary dance composition.

376-1. ADVANCED MODERN DANCING. Prerequisite: 233, or consent of instructor.

#### FOLK, SQUARE, SOCIAL AND TAP DANCE

208-1. AMERICAN SQUARE DANCE AND MIXERS. A course presenting the square dances common in various geographical areas of the United States: Additionally, many of the mixers or get-acquainted dances for starting parties.

224-1. TAP DANCING. Fundamentals and routines.

230-1. FOLK DANCING. Fundamental steps and dances of various countries.

239-1. SOCIAL DANCING. Fundamental steps of ballroom dancing. For beginners only.

374-1. ADVANCED DANCING. (Folk)

#### JUNIOR INDIVIDUAL ACTIVITIES

377-1. HORSEBACK RIDING. (Fee required)

378-1. CANOEING AND BOATING. Prerequisite: 120 or 205. (Fee required)

#### OFFICIATING

311A-1. THEORY OF OFFICIATING BASKETBALL. Study of requirements of a nationally-rated official as set up by the Division of Girls' and Women's Sports.

311B-1. THEORY OF OFFICIATING BASKETBALL. Prerequisite: 311A or equivalent.

#### TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL

318-4. THE TEACHING OF PHYSICAL EDUCATION FOR KINDERGARTEN-PRIMARY CHILD. A study of physical activities that meet the needs of the kindergarten-primary child. Movement fundamentals, games, rhythms, self-testing, and apparatus play, and creative activities. To fulfill the requirements of the state of Illinois for kindergarten-primary teachers.

319-4. TEACHING ELEMENTARY SCHOOL GROUP ACTIVITIES. Study of

age characteristics; planning of an activity program for all grade levels; care of equipment; techniques of teaching activities for elementary grades. To fulfill the requirements of the state of Illinois for elementary school teachers.

- 350-5. MATERIALS AND METHODS FOR TEACHING IN ELEMENTARY SCHOOLS. For supervisors and teachers of physical education. Curriculum planning, based on grade characteristics and educational philosophy, creative rhythms, singing games, folk dancing, games of low organization—skills, skill tests, lead-up games, stunts and tumbling.

#### TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOLS

- 301-2. TECHNIQUES OF TEACHING RECREATIONAL SPORTS. Analysis and methods of teaching badminton, deck tennis, volleyball, table tennis, and other recreational sports.
- 304-2. TECHNIQUES OF TEACHING SOCCER AND VOLLEYBALL. Methods of teaching construction of daily lesson plans, and analysis of techniques.
- 305-2. TECHNIQUES OF TEACHING HOCKEY AND SPEEDBALL. Methods of teaching, construction of daily lesson plans, and analysis of techniques.
- 306-2. TECHNIQUES OF TEACHING BASKETBALL. Methods of teaching, construction of lesson plans, and analysis of techniques. A continuation of 304 and 305.
- 307-2. TECHNIQUES OF TEACHING TUMBLING, STUNTS, TRACK AND FIELD. A continuation of 306.
- 309-2. TECHNIQUES OF TEACHING SOFTBALL, TENNIS, GYMNASTICS. Methods of teaching, construction of lesson plans, and analysis of techniques. A continuation of 306.
- 360-2 to 4. THE PHYSICAL EDUCATION PROGRAM FOR GIRLS IN JUNIOR AND SENIOR HIGH SCHOOLS. Program planning, source material, and selected physical activities.

#### CAMPING

- 348-4. CAMP AND COMMUNITY LEADERSHIP. Fundamentals of scouting, camping, and counseling. A weekend camping trip required.
- 349-2 to 4. CAMPING EDUCATION. Course designed to give the potential camp counselor an understanding of the camp; its physical set-up, equipment and necessary routines; its personnel, purposes, traditions, and possibilities.

#### PROFESSIONAL COURSES

- 303-5. KINESIOLOGY. The mechanical analysis of physical education activities through the study of joint and muscle action. Prerequisite: Anatomy.
- 308-5. METHODS OF TEACHING DANCE. A course dealing with each of the various types of dance, including fundamental progressions, and composition in each type. Prerequisites: 107, 230, and 233 or equivalent.
- 345-2. SUPERVISION OF PHYSICAL EDUCATION. The functions of the supervisor of physical education; program planning, grading and planning of the progression of activities and devices for improving instruction.
- 351-4. RECREATION AND PHYSICAL EDUCATION FOR ATYPICAL

HANDICAPPED INDIVIDUALS. Techniques of physical examination; postural defects and their correction; activities suitable for the atypical; program building; and correlation of this program with the physical education curriculum.

- 353-4. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION. Criteria for the selection of activities; the organization of classes, the policies and the personnel; the physical plant and its upkeep; the planning, utilization, and care of equipment in the physical education program.
- 355-3. TECHNIQUES OF TEACHING SWIMMING. Methods of teaching, analysis of strokes, and devices for teaching swimming and life saving. Prerequisite: 120 or 205 or equivalent.
- 370-4. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION. The theory of measurement in health and physical education, the selection and administration of appropriate tests, and the interpretation of results. Projects required.

Physical education courses on the 400 and 500 levels are offered on a combined basis for both men and women. The course listings are under physical education for men.

## RECREATION AND OUTDOOR EDUCATION

Associate Professor Wm. H. Freeberg, D.Rec. (Indiana), Chairman	1942
Assistant Professor Loren Esten Taylor, Ed.D. (Columbia)	1957
Instructor William E. O'Brien, M.S. in P.Ed. (Indiana)	1948
Research Assistant Irvin M. Peithmann	1950

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Visiting Professor Lawrence G. Rarick, Ph.D. (Iowa State)	1957-58
Visiting Professor Lloyd B. Sharp, Ph.D. (Columbia)	1959-60

The recreation and outdoor education major curriculum is designed to develop professional leaders for many recreational positions. Graduates are qualified for employment as public recreation administrators, as directors of recreation in youth serving and semipublic organizations, as directors of industrial and institutional recreation programs, and as specialists in camping and outdoor education.

The recreation curriculum emphasizes the practical as well as the theoretical aspects of recreation leadership. It is an interdepartmental program and draws upon twenty-eight departments in seven schools of the University. It includes requirements for a sound general education background. In addition to the general education requirements of the University, several special courses are required in the general education field.

Students are expected to choose two areas of specialization in the

activity field. The areas are music and dance, arts and crafts, drama, sports and games, and nature and conservation.

Major students will be required to complete at least 12 hours of field experience in three areas of their interest. Recreation majors are required to have 28 hours of professional recreation courses. Required courses include 201, 202, 301, 310 or 315.

The recreation major is designed to allow students to choose between a school-centered and a community-, institutional-, or agency-centered program.

Those students who wish to major in recreation and desire to teach must fulfill all of the course requirements in the College of Education, including practice teaching.

Those students who do not intend to teach may substitute certain course requirements in the College of Education and may substitute field experience work for their practice teaching requirements.

Students who major in recreation and do not fulfill all of the requirements in the College of Education for teaching must sign a statement indicating that they understand that they do not meet the state and college requirements for teaching.

Students majoring in recreation are encouraged to obtain the following certificates: American Red Cross First Aid certificate, American Red Cross Life Saving and Water certificate, American Camping Association Campcraft certificate. Other certificates in the activity and instructional areas are also available.

The undergraduate minor program includes 12 hours of required course work (201, 202, 301) and 12 hours of field work (311, 312, 313, 314). In addition, students should demonstrate proficiency in water safety skills before graduation. Students are encouraged to select additional courses, with the aid of their advisers, from appropriate fields in order to meet their needs and interests. Special consideration for minor programs will be given for those majoring in physical education, music, art, theater, or industrial education.

## *COURSE DESCRIPTIONS*

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

201-4. INTRODUCTION TO RECREATION LEADERSHIP. Introduction to concepts of recreation, its nature, significance, and extent. Its application to schools, park departments, and municipalities.

- 202-4. ORGANIZATION AND DIRECTION OF RECREATION PROGRAMS. A study of essential elements in a community recreation program. Leadership area and facilities, activities, and organization methods.
- 301-4. PROGRAMS IN SCHOOL CAMPING AND OUTDOOR EDUCATION. Problems in school camping and their solution in specific cases, guidance in planning for school camp facilities, personnel and program, and patterns of administration and leadership techniques.
- 305-4. MAINTENANCE AND REPAIR OF RECREATION AREAS, FACILITIES, AND EQUIPMENT. A study of methods used in maintenance and repair of park and recreation areas, community centers, special play structures and apparatus, and various kinds of recreation equipment.
- 310-3. SOCIAL RECREATION. Materials and techniques for planning and conducting social activities for groups of varying sizes and ages in the many different social situations.
- 311-2 to 6. CAMP LEADERSHIP. (Field Experiences)
- 312-2 to 6. PLAYGROUND LEADERSHIP. (Field Experiences)
- 313-2 to 6. AGENCY. COMMUNITY CENTER, SOCIAL RECREATION LEADERSHIP. (Field Experiences)
- 314-2 to 6. INSTITUTIONAL RECREATION LEADERSHIP. (Field Experiences) Supervised leadership in a public agency or private agency or at the University Camp at Little Grassy Lake Campus. Emphasis on recreational activities common to such organizational programs. One regularly scheduled group meeting each week to discuss leadership problems and to co-ordinate materials, principles, and theory with practices in field work situations. Students to spend two hours a week for each hour of credit.
- 315-4. (THEATER) RECREATIONAL DRAMATICS. Principles, theory and techniques of producing all types of dramatic activities for recreation. Informal and impromptu drama for the playground and camping situations is stressed.
- 360-4. PLAYGROUND ADMINISTRATION. Practical study of such problems as providing facilities and equipment, setting up the program, budgeting and financing, selecting and supervising the personnel and building good will. One hour a day, four days a week.
- 365-4. THE ORGANIZATION AND ADMINISTRATION OF COMMUNITY RECREATION. Practical study of such problems as providing facilities and equipment, setting up the program, budgeting and financing, promotion, selecting and supervising the staff, and integrating the administration.
- 368-4. CAMPING ADMINISTRATION. To develop an understanding of accepted methods of selecting and managing personnel, planning programs, maintaining health and safety measures, preparing food, developing camp counselors, evaluating camps, administering business, and doing other related procedures involved in setting up and operating a camp.
- 413-4. SAFE AND HEALTHFUL LIVING OUTDOORS. Areas to be included are foods, sanitation, survival, plants and animals, natural hazards, emergency care, water, riflery, and others. Prerequisites: 334, and at least 10 hours of biological sciences.
- 450-4. PRINCIPLES AND INTERPRETATIONS OF RECREATION. Principles of recreation in relation to education and everyday life. Basic

- concepts underlying the interpretation of recreation and leisure in the light of economic, psychological, political, and social conditions.
- 470-4. RECREATION IN PUBLIC EDUCATION. Emphasis on current practices and trends in curriculum content, adult education, extracurricular activities, after-school and vacation programs, and co-operative programs with other agencies.
- 480-4. TECHNIQUES IN CAMPING. Preparation of material for use in camps; techniques of camp procedure, camp craft, woodmanship, and crafts.
- 510-4. SCHOOL CAMPING AND OUTDOOR EDUCATION WORKSHOP. Current practices in school camps; the training of leaders for school camps and the place of outdoor education in the school program.
- 520-4. RECREATION PROGRAM WORKSHOP. Bases for planning community programs of recreation. Scope of leisure opportunities; selection, evaluation, and adaptation of activities.
- 530-4. ORGANIZATION FOR COMMUNITY RECREATION. The development and administration of a recreation program. Community recreation, including developing facilities and co-ordinating community agencies.
- 540-4. RECREATION SURVEYS AND PLANNING OF FACILITIES. An analysis of scope, content, objectives, procedures, and types of recreational surveys and appraisals. Collection and analysis of data.
- 550-2 to 6. FIELD PROBLEMS—COMMUNITY RECREATION. Internship in school recreation and outdoor education with emphasis on administrative problems.
- 560-2 to 6. FIELD PROBLEMS. Internship in school recreation and outdoor education with emphasis on administrative problems.

## SECONDARY EDUCATION

Professor Raymond H. Dey, Ed.D. (Washington University)	1946
Professor Harvey I. Fisher, Ph.D. (California)	1955
Professor John D. Mees, Ed.D. (Indiana)	1946
Professor Clarence D. Samford, Ph.D. (New York), Chairman	1951
Associate Professor Claude J. Dykhous, Ph.D. (Michigan)	1947
Associate Professor Troy W. Edwards, Ed.D. (Indiana)	1947
Associate Professor Ross Jean Fligor, Ph.D. (Michigan State)	1941
Associate Professor Annemarie Krause, Ph.D. (Chicago)	1930
Associate Professor Marian Moore, Ph.D. (Purdue)	1955
Associate Professor Clarence W. Stephens, Ed.D. (Indiana)	1952
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Visiting Professor Harold W. Benjamin, Ph.D. (Stanford)	1958-59
Visiting Professor Harl Douglass, Ph.D. (Missouri)	1958-59
Visiting Professor E. Duncan Grizzell, Ph.D. (Pennsylvania)	1959-60
Visiting Professor Henry Harap, Ph.D. (Columbia)	1959-60
Visiting Professor Francis G. Horn, Ph.D. (Yale)	1957-58
Visiting Professor Leonard V. Koos, Ph.D. (Chicago)	1958-59

Visiting Professor Phillip Wescott L. Cox, Ph.D. (Columbia) 1958-59

The Department of Secondary Education concerns itself with the professional courses in education, selecting and meeting requirements for major and minor teaching areas, and advising generally those who plan to teach any age or grade in a secondary school.

A student in the College of Education who is preparing to teach on the secondary level may major in any of the following departments:

Art	History
Biology	Home Economics
Botany	Industrial Education
Business	Journalism
Chemistry	Mathematics
English	Music
Foreign Languages	Physical Education
Government	Physics
Health Education	Speech
Health and Physical Education	Zoology

In addition to departmental majors, the following are also available:

Biological Sciences	Language Arts
General Science	Social Studies

A student in the College of Education must complete all general bachelor's degree requirements listed earlier in this bulletin. In the social studies area he must take both American history and government. (History 201 or 202 and Government 101 or 231 or 300.) No general requirement in foreign language applies to the Department of Secondary Education; however, a reading knowledge of a foreign language is required unless the student's major is in art, business, government, health education, home economics, industrial education, journalism, music, physical education, physics, social studies, or speech.

The major must be at least 48 hours, with a minor of sufficient hours to meet the minimum preparation for teaching in the various fields and subjects (the major and minor being in different fields), or the student may carry a 36-hour major with two approved minors. It is the policy of the College of Education that the courses, sequence, and prerequisites within the major area shall be established by the department involved and that no changes, exemptions, or substitutions shall be allowed by the College of Education except upon the approval of the chairman of the major depart-

ment. Additional elective hours in the major and minor fields are also encouraged.

In addition to general university and major and minor requirements, a student in secondary education has certain professional education requirements for certification. The following program is to be taken by a student in the College of Education. This program meets the state requirements and also offers opportunity for experiences designed to produce maximum teaching effectiveness.

	HOURS
1. Educational Administration and Supervision 100, <sup>1</sup> Introduction to Education	3
or	
Educational Administration and Supervision 331, American Public Education	3
2. Guidance 305, Educational Psychology	
or	
Psychology 303, Adolescent Psychology	4
3. Secondary Education 310, Principles of Secondary Education	4
4. Special Methods or Secondary Education 315	3
5. Educational Administration and Supervision 355, Philosophy of Education	4
6. Guidance 421, Tests and Measurements	
or	
Instructional Materials 417, Audio-Visual Methods	3
7. Secondary Education 352, Student Teaching	12

Students in academic units other than the College of Education who desire to meet only the minimum state standards for certification are to take the following program in professional education.

1. Educational Administration and Supervision 331, American Public Education	3
2. Guidance 305, Educational Psychology	
or	
Psychology 303, Adolescent Psychology	4
3. Secondary Education 310, Principles of Secondary Education	4
4. Special Methods or Secondary Education 315	3
5. One of the following: Guidance 421, Tests and Measurements	

<sup>1</sup>Open to students enrolled in the College of Education and/or those who plan later to take twelve or more hours of student teaching. Educational Administration and Supervision 331 is recommended for others.

Instructional Materials 417, Audio-Visual Methods  
Educational Administration and Supervision 355,  
Philosophy of Education

6. Secondary Education 352, Student Teaching

8<sup>2</sup>

<sup>2</sup> Students in this program may elect to take twelve hours of student teaching (1, 5, and 6 above should be taken during the professional quarter).

In either program the student should be familiar with the requirements for admission to student teaching which are discussed later in this bulletin. Also, he should check with his adviser as early as the beginning of the junior year to see that he has met or will meet the requirement of knowing the provisions and principles of the Constitution of the United States and of the state of Illinois.

### ILLINOIS CERTIFICATION STANDARDS

Students preparing for certification on the secondary level in the state of Illinois are reminded that the certification standards listed below will be effective September 1, 1961. As presented in the Guide to Supervision, Evaluation, and Recognition of Illinois Schools, Kindergarten through Junior College, Circular Series A, Number 119, issued by the State Superintendent of Public Instruction, the minimum requirements for all members of the instructional staff of a recognized high school are proper certification and a baccalaureate degree including at least thirty-five (35) *semester hours* of general education, sixteen (16) *semester hours* of professional education, and the specific preparation requirements as listed below for subject matter fields.

#### AGRICULTURE (NON-VOCATIONAL)

Twenty-four (24) semester hours in such areas as (1) soils and crops; (2) animal husbandry; (3) agricultural economics; (4) rural sociology; (5) horticulture; and (6) forestry

#### ART

Twenty (20) semester hours in the field including an appropriate distribution in such areas as (1) painting and drawing; (2) two- and three-dimensional design; (3) crafts; (4) art education; and (5) history and appreciation of art

#### BUSINESS EDUCATION (NON-REIMBURSABLE)

Twenty (20) semester hours in the field including work in each one of the fields to be taught

COMMON LEARNINGS, CORE, UNIFIED STUDIES,  
OR OTHER COMBINED OFFERINGS

The requirements listed for recognition in each of the courses which this common learnings, core, unified studies, or other combined offerings stands in lieu of in the school's program of studies

DRAMATICS, SEE ENGLISH LANGUAGE ARTS

ENGLISH, SEE ENGLISH LANGUAGE ARTS

ENGLISH LANGUAGE ARTS

Twenty-four (24) semester hours in the field, including work selected to meet the demands of the chosen teaching areas, from (1) rhetoric and grammar; (2) American literature; (3) English or world literature; (4) reading guidance; (5) speech; (6) journalism; and (7) dramatics

FOREIGN LANGUAGE

Twenty (20) semester hours in each language field chosen for teaching

HEALTH INSTRUCTION

Twenty (20) semester hours including work in (1) school health education; (2) basic health sciences; and (3) applied health sciences

HOMEMAKING (NON-REIMBURSABLE)

Twenty-four (24) semester hours in the field including work in (1) foods and nutrition; (2) clothing and textiles; (3) home management; and (4) home and family life

INDUSTRIAL ARTS (NON-VOCATIONAL)

For teaching in a unit shop or a general shop, twenty-four (24) semester hours in the field, including work in each shop subject to be taught

(Vocational teachers who are approved to teach a specific trade or industrial subject and have experience in shop skills and knowledge of their trade may teach the same subject in the field of industrial arts without college preparatory courses in the subject. All other requirements for teaching industrial arts must be met.)

JOURNALISM, SEE ENGLISH LANGUAGE ARTS

## MATHEMATICS

Twenty (20) semester hours in the field

## MUSIC

Twenty (20) semester hours in the field including work in (1) applied music; (2) music theory; (3) conducting; (4) history of music; and (5) methods and materials for general public school music, and methods and materials for teaching string and wind instrument classes

## PHYSICAL EDUCATION

Twenty (20) semester hours in the field including work in (1) team sports; (2) individual activities; (3) rhythms; (4) body mechanics and basic exercises; (5) organization and administration of physical education classes; and (6) health education

## SAFETY AND DRIVER EDUCATION

Before September 1, 1960, sixteen (16) semester hours in the field including work in (1) general safety; (2) driver education; (3) traffic safety; (4) governmental safety problems; (5) industrial safety; (6) radiological safety and rescue; and (7) health education, including first aid

## SCIENCE (BIOLOGICAL)

Twenty-four (24) semester hours in the field with the work distributed among the areas of botany, zoology, physiology, and bacteriology (The work in botany and zoology should be approximately equal in distribution of hours. The college preparation of a teacher of biology should include, in addition to botany and zoology, preparation in economic biology, ecology, entomology, physiology, and bacteriology or a general course in biology which covers these areas.)

## SCIENCE (PHYSICAL)

Twenty-four (24) semester hours in the field, with approximately (1) one-half of the work in chemistry; and (2) the other half in the physical science area. (Work in such other physical sciences as geology, astronomy, and physical geography is recommended.)

## SCIENCE (GENERAL)

Twenty-four (24) semester hours in the field, with approximately (1) one-half of the work in biological science area; and (2) the other half in the physical science area

SHOPS, SEE INDUSTRIAL ARTS OR VOCATIONAL EDUCATION

#### SOCIAL STUDIES

Twenty-four (24) semester hours in the field including work in (1) world history; (2) United States history; (3) government; (4) economics; (5) sociology; and (6) geography

SPEECH, SEE ENGLISH LANGUAGE ARTS

#### VOCATIONAL EDUCATION

Teacher preparation requirements have been set up by the Illinois State Board of Vocational Education for schools participating in the reimbursable vocational programs. For recognition purposes the Superintendent of Public Instruction accepts these requirements in lieu of the requirements listed for the teachers of the non-reimbursable vocational subjects in each case.

### *COURSE DESCRIPTIONS*

Courses on the 300 level are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 310-4. PRINCIPLES OF SECONDARY EDUCATION. This course presents the nature, objectives, and current practices found in secondary schools throughout America.
- 315-3. HIGH SCHOOL METHODS. Various types of procedures used for effective classroom teaching constitute the basis of study and discussion. The problem approach and unit method are stressed.
- 352-4 to 16. STUDENT TEACHING. (See Department of Student Teaching.)
- 357-4. INTRODUCTION TO COMMUNITY DEVELOPMENT. This course deals with the community as a setting for the high school. It is useful to those interested in secondary education and in the Department of Community Services and Development.
- 407-4. THE JUNIOR HIGH SCHOOL. The place of the junior high school in the organizational pattern, with major emphasis upon the areas of organization, administration, and curriculum.
- 421-4. TESTS AND MEASUREMENTS IN THE SECONDARY SCHOOL. See Guidance 421 for course description.
- 450-4 to 16. FIELD TRAINING IN COMMUNITY DEVELOPMENT METHODS.
- 470-4. EXTRA-CLASS ACTIVITIES. Student expected to specialize in one extra-class activity in terms of his own interests and needs. Prerequisite: consent of instructor.

- 473-4. WORKSHOP IN CITIZENSHIP EDUCATION. Designed to improve the teaching of citizenship in the schools. Emphasis upon curriculum, materials, methods. Use made of Citizenship Education Project resources.
- 490-4. WORKSHOP IN ECONOMICS EDUCATION. Designed to assist elementary and secondary school teachers in promoting economic understanding in the minds of their students through the translation of economic principles and problems into classroom teaching materials. This course will be cross-listed in the School of Business as Economics 490.
- 493-3. ADULT EDUCATION: PRINCIPLES AND PRACTICES.
- 494-3. ADULT EDUCATION: METHODS.

Courses on the 500 level are for graduate students only.

- 508-4. SEMINAR: TRENDS IN SELECTED AREAS IN SECONDARY SCHOOLS. For students in advanced graduate work. Individual class members will read basic bibliography related to secondary education and read widely about trends in the area of their own teaching fields. Prerequisites: completion of half or more of the work leading to a master's degree and consent of the instructor.
- 550-4. CORE CURRICULUM IN THE SECONDARY SCHOOL. Designed to help students gain a functional understanding of the core concept. Techniques of selecting materials and the co-operative planning of units of work. Critical study of current practices in this field. Prerequisite: 460.
- 562-4. WORKSHOP IN HIGH SCHOOL CURRICULUM. Designed to permit students to work in groups on problems related to the high school curriculum. Such problems should originate in the schools where the students are or will be employed. The point of view maintained is that procedures should be very democratic. The instructor serves as a coordinator of activity; resource people are used freely. Prerequisite: one graduate course in curriculum.
- 564-4. HIGH SCHOOL PRINCIPALSHIP. Designed to deal with problems met specifically by the high school principal. Emphasizes his role in relation to guidance, curriculum, schedule-making, extracurricular activities, public relations, budgeting of time, etc. Prerequisite: Educational Administration and Supervision 424 and consent of instructor.
- 575-2 to 4. INDIVIDUAL RESEARCH. The selection, investigation, and writing of a research topic, under the personal supervision of a member of the departmental graduate staff, in one of the following areas: A. Curriculum, B. Supervision, C. Language Arts, D. Science, E. Reading, F. Social Studies, G. Problems in Secondary Education, H. Problems in Higher Education, J. Problems in Junior College.
- 579-4. THE JUNIOR COLLEGE. Planned for those who expect to teach in or have administrative responsibilities for the junior college. Its history, objectives, and patterns of organization. Organizing a local junior college and relating its program to community needs.
- 580-4. HIGHER EDUCATION IN AMERICA. The status, nature, and extent of higher education today, types of schools, objectives, current trends in enrollment, curriculum, and other selective topics which seem pertinent and furnish a basis for lectures, discussions, and panel presentations.
- 581-4. CURRENT PROBLEMS IN HIGHER EDUCATION. The perennial problems of college objectives, organization, curriculum, instruction,

finance, and academic freedom in their current manifestations, with particular attention to the special problems posed by rapidly increasing enrollments; some consideration to the present problems of higher education in Illinois.

- 582-4. THE ADMINISTRATION OF COLLEGES AND UNIVERSITIES. The principles and practices of effective management of colleges and universities. The role and responsibilities of the board of trustees, the president, the deans, and the faculty, the business and development offices, and the offices of student personnel, alumni affairs, and public relations. Prerequisite: consent of instructor.
- 583-4. THE ADMINISTRATION OF THE JUNIOR COLLEGE. The special administrative and curricular problems of public and private two-year colleges. Particular attention to general, technical, and adult education in such institutions and to their problems of control, management, finance, and public relations.
- 591-4. WORKSHOP IN CURRENT PROBLEMS IN SECONDARY EDUCATION. Designed primarily to help high school principals to work effectively and with the help of resource leadership on the most urgent problems confronting their schools. Discussion, reports, lectures, and final examination. Prerequisite: consent of instructor.
- 596-3 to 9. INDEPENDENT INVESTIGATION. A field study required of each student working for the sixth-year professional certificate. The work should be done in the setting of a school system where the student is employed or where full co-operation is extended. The study will involve selecting of the problem, surveying of pertinent literature, recording of results, and appropriate interpretations and summarizations.
- 597-1 to 3. THESIS.
- 598-1 to 3. THESIS.
- 599-1 to 3. THESIS.
- 600-1 to 48. DISSERTATION.

## SPECIAL EDUCATION

Professor Oliver P. Kolstoe, Ph.D. (Iowa State), Chairman	1956
Associate Professor B. Elizabeth McKay, Ph.D. (Syracuse)	1952
Assistant Professor Marjorie Stull, M.S. in Ed. (Southern Illinois)	1942
Instructor Andrew L. Shotick, M.S. (Illinois State Normal)	1954
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Lecturer Roger Marshall Frey, M.S. (Wisconsin)	1957
Lecturer Dan Stevens Rainey, M.S. in Ed. (Southern Illinois)	1958-60

The Department of Special Education offers undergraduate majors in special education leading to certification as teachers of specific kinds of exceptional children.

Students who are majoring in other areas of education may qualify for the above-mentioned special certificate for teachers of exceptional children by taking approximately twenty-four hours of special work. Usually these courses can be taken in place of regular electives, and can be obtained in the junior and senior years. This permits a student (by the time of graduation) to qualify for both his regular teaching certificate and the special certificate.

Required courses for a major in special education with a specialization in teaching the mentally retarded: students in the elementary education area must take Special Education 200 or 414, 410, 413, and 420; Psychology 301 or 303 and 412; Guidance 421 or 422; Speech 428; 4-8 hours of student teaching with normal children and 12 hours of student teaching with mentally retarded children. Students in secondary education who wish to qualify for this certification must have the above courses and may need to take additional courses required in the elementary education program but which are not required on the secondary level. These additional courses will need to be worked out on an individual student basis with his adviser. The major will also need to fulfill all general degree and College of Education requirements.

Required courses for a major in special education with a specialization in partially sighted: consult the chairman of the department.

Required courses for a major in special education with a specialization in hard of hearing: consult the chairman of the department.

### *COURSE DESCRIPTIONS*

Courses on the 200 level are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 200-2. ORIENTATION TO THE EDUCATION OF EXCEPTIONAL CHILDREN. A survey of exceptional children. Program modification by regular classroom teachers is stressed.
- 406-4. TECHNIQUES AND INTERPRETATION OF HEARING TESTING. See Speech Correction 406 for course description.
- 410-4. PROBLEMS AND CHARACTERISTICS OF THE MENTALLY RETARDED. Objectives, curriculum, methods, and materials of instruction for slow learners. Emphasis upon the principles of learning as they can be applied to this group. Observations. Prerequisite: Guidance 305 or Psychology 301 or 303.
- 411-4. EDUCATION OF THE PARTIALLY SIGHTED AND BLIND. A study of the objectives, curriculum, methods, and techniques of instruction of classes for the partially sighted. Special emphasis on sight conservation in the regular classroom, special equipment, and observation of sight-saving classes. Prerequisites: Guidance 305, Psychology 301 or 303.

- 412-4. EDUCATION OF GIFTED CHILDREN. Designed to help teachers in the identification of and programming for gifted and talented children. Prerequisite: Guidance 305 or Psychology 301 or 303.
- 413-4. DIRECTED OBSERVATION OF EXCEPTIONAL CHILDREN. Taken concurrently with a problem course in a specific area which provides student observation and participation in individual work with exceptional children. Prerequisite: consent of instructor.
- 414-4. THE EXCEPTIONAL CHILD. Physical, mental, emotional, and social traits of all types of exceptional children. Effects of handicaps in learning situations. Methods of differentiation and techniques for rehabilitation. Individual case studies used; observations and field trips. Prerequisites: Guidance 305, Psychology 301 or 303.
- 415-4. EDUCATION OF THE DEAF AND HARD OF HEARING. Methods of teaching reading and developing language sense in the deaf and hard of hearing. Tactile, visual, and kinesthetic experiences; hearing aids and other special equipment presented in terms of their educational application. Observations. Prerequisites: Guidance 305, Psychology 301 or 303, Speech 105 and 212, or equivalent.
- 416-4. EDUCATION OF ORTHOPEDIC CHILDREN. Objectives, curriculum, methods, and techniques of instruction of classes for orthopedic children. Emphasis given to program organization, special types of equipment, and observation of classes for the orthopedic. Prerequisite: same as 410.
- 417-4. THE ATYPICAL CHILD AND SOCIAL AGENCIES. A survey of social agencies contributing to the welfare and care of exceptional children. Emphasis given to services rendered and to methods of contact and cost. Visits made to agencies and institutions; specialists invited to appear before the class. Prerequisites: Guidance 305 or Psychology 301 or 303, and Sociology 101.
- 418-4 or 8. WORKSHOP IN SPECIAL EDUCATION. Designed to promote better understanding of the psychological and educational problems of atypical children. Specialists used as consultants. Open to seniors and graduate students majoring in education, guidance, or special education. Prerequisite: Guidance 305 or Psychology 301 or 303.
- 419-4. PRINCIPLES AND TECHNIQUES OF TEACHING LIP READING. Objectives and techniques for visual speech reading of the hard of hearing. Emphasis given to foundation exercises and actual practice under direct supervision. Speech reading problems studied. Prerequisites: Guidance 305 or Psychology 301 or 303, Speech 105 and 212, or the equivalent.
- 420-4. METHODS AND MATERIALS FOR TEACHING EXCEPTIONAL CHILDREN. Offered in conjunction with practice teaching, dealing with methods and materials needed in teaching specific types of exceptional children.
- 428-4. SPEECH CORRECTION FOR THE CLASSROOM TEACHER. See Speech Correction 428 for course description.
- 481-4. SEMINAR.

Courses on the 500 level are for graduate students only.

- 501-4. SPECIAL RESEARCH PROBLEM. For majors and minors in the areas of special education. Choosing and conducting research activities. The

- student to select a topic for research and present it, upon completion, to the staff. Prerequisite: consent of staff.
- 513-4. ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF SPECIAL CLASSES. Emphasis upon the functions, underlying principles, and cautions to be observed in the organization and administration of special classes. The selection and training of teachers, problems of supervision, special equipment, transportation, co-operating agencies, and legal aspects of the program. Prerequisites: Guidance 305, Psychology 301 or 303.
- 570-2. SEMINAR: VOCATIONAL GUIDANCE OF THE HANDICAPPED. Examination of vocational problems of the handicapped. Vocations open to handicapped; requisites for success. Advanced majors only.
- 571-2, 572-2. SPECIAL PROBLEMS OF THE HANDICAPPED. Program development and training of handicapped individuals with special emphasis on the socio-psychological aspects of disability.
- 573-3 to 4. PSYCHODIAGNOSTICS FOR SPECIAL POPULATIONS. (Same as Psychology 546.)
- 574-1 to 12. SUPERVISED EXPERIENCE IN REHABILITATION. Provides for experience both on and off campus in counseling, interviewing, case study, and placement of rehabilitation clients under adequate supervision.
- 577-4 to 12. PRACTICUM IN SPECIAL EDUCATION. Practical experience in working with atypical children. A minimum of 8 to 12 hours per week in the classroom with atypical children who exemplify this area of specialization. Special research project.
- 596-5 to 9. INDEPENDENT INVESTIGATION. A field study required of each student working for the sixth-year professional certificate. The work should be done in the setting of a school system where the student is employed or where full co-operation is extended. The study will involve selecting of the problem, surveying of pertinent literature, recording of results, and appropriate interpretations and summarizations.
- 599-5 to 9. THESIS.

## STUDENT TEACHING

Director Charles D. Neal, Ed.D. (Indiana)	1948
Assistant Director Jo Ann Boydston, Ph.D. (Columbia)	1955-60
Professor Anna Carol Fults, Ph.D. (Ohio State)	1952
Associate Professor Wm. H. Freeberg, D.Rec. (Indiana)	1942
Associate Professor Harves Rahe, Ed.D. (Indiana)	1944-46; 1950
Associate Professor Herbert F. A. Smith, Ph.D. (Michigan)	1957
Assistant Professor Dan Cox, Ed.D. (Colorado State College)	1955
Instructor Bill Brown, M.S. of Ed. (University of Missouri)	1957
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Lecturer Cleo D. Carter, M.S. (Southern Illinois)	1959-60

Research Assistant William Dunkel, B.S. in Agr.  
(Southern Illinois)

1958-59

Supervised student teaching is conducted at Southern Illinois University in the University School and in co-operating public schools, both in and near Carbondale. The College of Education requires 12 to 16 hours of student teaching for the Bachelor of Science in Education degree. Students are expected to enroll for the entire 12 or 16 hours during one quarter. In the event other arrangements are desired, the approval of the Director of Student Teaching must be obtained.

One of the two following plans of student teaching must be pursued by the student with the approval of the Director of Student Teaching.

*Plan A, 4-12 hours*—Student teaching is provided for students of demonstrated fitness and ability. Experiences are provided for actual classroom teaching and other activities associated with the work of the teacher on the elementary or secondary level, or on both levels if approved by the Director of Student Teaching. Conference hours and hours for teaching will be arranged. Secondary student teachers are assigned to teach eight hours in their major fields and four hours in their minor fields (or four hours on the elementary level). Elementary student teachers are assigned to one grade for one quarter. Kindergarten-Primary Education majors are required to take 16 hours of student teaching.

*Plan B, 16 hours*—A comprehensive course in student teaching is provided involving all the experiences of a regular teacher on the elementary or secondary level, or both levels if approved by the Director of Student Teaching. This course is open only to students of demonstrated fitness and ability. A student registering for student teaching in this course will plan his schedule to leave the entire school day free during the quarter. Conference hours and hours for teaching will be arranged. Students accepted under this plan are not permitted to carry additional college courses.

These two student teaching plans are subject to replacement by a professional quarter. This plan requires a full quarter during the senior year devoted to student teaching and such required professional courses as will complete effectively a full program for the student who is doing student teaching.

Since student teaching is designed in terms of the needs of teachers for complete and integrated experience, and since more than one supervisor may be in charge of the work done by the student teacher, no part of the work may be dropped by the student teacher with the expectation of continuing the remainder of the work for credit. Furthermore, if one supervisor finds it necessary to drop a student teacher from a part of the pro-

gram, the College of Education reserves the right to require such student teacher to drop all of his program of assigned student teaching rather than merely a part of it.

Two applications are necessary for student teaching. The preliminary or first application must be made during the winter quarter, approximately one year prior to graduation. For example, a student contemplating student teaching either the fall, winter, or spring quarter of the school year 1960-61 should file a preliminary application during the winter quarter of the school year 1959-60. Student teachers are scheduled for either fall, winter, or spring quarter of the following year on the basis of information given on the preliminary application. Applicants should check with the Director of Student Teaching for term assignment prior to the end of the quarter in which preliminary application is made. A final or detailed application blank must be filed two quarters prior to the quarter the student is scheduled for student teaching. For example, a student scheduled to do student teaching during the winter quarter should file his final application at the beginning (first 2 weeks) of the preceding spring quarter.

Application for student teaching by in-service teachers for the summer sessions should be made not later than March 1. Application blanks may be secured from the Office of the Director of Student Teaching.

### *STUDENT TEACHING PREREQUISITES*

1. Preliminary application should be made to the Director of Student Teaching *one year prior* to graduation.

2. A final, detailed application form must be completed *two quarters prior* to the student teaching assignment.

3. The student must have 128 hours credit with a "C" (3.0) average before beginning work in student teaching.

4. The student is responsible for having transcripts of credit earned at colleges or universities other than Southern Illinois University on file in the Office of the Director of Student Teaching. This requirement does not apply for credits earned at Southern Illinois University.

5. The student in secondary education must have at least sixteen hours in the subject which he proposes to teach.

6. Students must have at least twelve hours in professional education courses prior to doing student teaching. Secondary majors must have had general psychology, educational or adolescent psychology, and high school methods. Elementary education majors must have had general psychology, educational or child psychology, reading methods and elementary methods.

Kindergarten-primary majors must have had general psychology, educational or child psychology, reading methods, and kindergarten-primary methods. Kindergarten-primary majors must also be approved in class piano and must take Business Administration 113, typewriting-duplicating.

7. The student must have completed Speech 101 and received a grade of "C" or better and a favorable recommendation from the department.

8. Students majoring or minoring in English must have completed English 300, securing a grade of "C" or better. Other students must have completed English 391, securing a grade of "C" or better. Students may pass a proficiency examination in lieu of English 391.

9. The students must have established at least one quarter of residence at Southern Illinois University, earning a minimum of sixteen hours of credit, prior to any student teaching assignment.

10. The student must pass satisfactorily a physical examination prior to doing student teaching.

## UNIVERSITY SCHOOL

Principal John D. Mees, Ed.D. (Indiana)	1946
Professor Ellen A. Frogner, Ph.D. (Minnesota)	1959
Associate Professor Mabel Lane Bartlett, Ed.D. (Washington University)	1943
Associate Professor Clyde M. Brown, Ed.D. (Missouri)	1951
Associate Professor William Ernest Buys, Ph.D. (Wisconsin)	1955
Associate Professor Troy W. Edwards, Ed.D. (Indiana), Assistant Principal	1947
Associate Professor James Jenkins, Jr., D.Ed. (Pennsylvania State)	1956
Associate Professor Sina M. Mott, Ph.D. (New York), (Emerita, 1958)	1936
Assistant Professor Louise E. Bach, A.M. (Illinois)	1934
Assistant Professor Harold DeWeese, Ed.D. (Illinois)	1959
Assistant Professor Tina Mary Goodwin, M.A. (Columbia)	1947
Assistant Professor David Manzella, Ed.D. (Columbia)	1957-59
Assistant Professor Elizabeth C. Meehan, A.M. (Illinois)	1941
Assistant Professor Charles Paterson, B.Ed. (Southern Illinois), (Emeritus, 1959)	1936
Assistant Professor Evelyn Davis Rieke, M.Ed. (Illinois), (Emerita, 1959)	1937
Assistant Professor Ora D. Rogers, A.M. (Illinois), (Emerita, 1954)	1928

Assistant Professor Madge T. Sanders, A.M. (Chicago), (Emerita, 1956)	1924
Assistant Professor Berniece B. Seiferth, Ed.D. (Missouri)	1955
Assistant Professor Dwain Emerson Small, Ed.D. (Indiana)	1955
Assistant Professor Gladys Leah Smith, M.A. (Columbia)	1931
Assistant Professor John W. Stotlar, Ph.D. (Indiana)	1948
Assistant Professor Milton F. Sullivan, M.A. (Columbia)	1952
Assistant Professor William H. Tarwater, Ph.D. (George Peabody)	1959
Assistant Professor Charles C. Taylor, Ed.D. (Columbia)	1957
Assistant Professor Harley R. Teel, A.M. (Illinois)	1935
Assistant Professor Robert Earl Thomas, Ph.D. (Illinois)	1957
Assistant Professor Florence A. Wells, A.M. (Illinois), (Emerita, 1946)	1927
Instructor E. L. Bencini, M.Ed. (Missouri)	1955
Instructor Richard Lee Benson, M.S. in Ed. (Illinois State Normal)	1957
Instructor Edra Tweedy Bricker, M.S. in Ed. (Southern Illinois)	1955
Instructor Florence R. King, (Emerita, 1936)	1911
Instructor Joyce L. Konzelman, M.S. (Wisconsin)	1955
Instructor Andrew L. Shotick, M.S. (Illinois State Normal)	1954
Instructor Zita Spradling, M.S. (Illinois)	1944
Instructor Charles H. Thate, M.S. in Ed. (Southern Illinois)	1954
Instructor Madelyn Treece, A.M. (Chicago)	1937-38; 1940
Instructor Eugene D. Wyllie, M.B.A. (Indiana), Acting Assistant Principal	1954
<hr/>	
Lecturer Gwendolyn C. Brackett, B.A. in Ed. (Fairmont State Teachers College)	1959-60
Lecturer Donald Darnell, M.S. in Ed. (Southern Illinois)	1957-58
Lecturer Marcile Ann Franklin, M.S. in Ed. (Indiana)	1957-60
Lecturer Geraldine P. Fields, M.S. in Ed. (Southern Illinois)	1958-60
Lecturer John Anthony Gelch, B.S. in Ed. (Southern Illinois)	1959-60
Lecturer Virginia Glenn, B.S. (Louisville)	1959-60
Lecturer Ruby A. Gremel, M.S. in Ed. (Illinois)	1958-60
Lecturer Carol Dean Hampton, B.A. in Ed. (Southern Illinois)	1959-60
Lecturer Toccoa McClary, M.S. in Ed. (Southern Illinois)	1958-60
Lecturer Richard Moldroski, M.A. (Michigan State)	1959-60
Lecturer Helen Ruth Morrison, A.B. (Nebraska)	1957-58
Lecturer James Harris Olander, M.A. (Wisconsin)	1958-59
Lecturer Paula Sue Parks, M.S. in Ed. (Southern Illinois)	1959-60
Lecturer Dan Stevens Rainey, M.S. in Ed. (Southern Illinois)	1958-60
Lecturer Leah Marie Sims, M.Mu.Ed. (Florida State)	1956-57

Lecturer Charles Louis Steinburg, M.S. (Southern Illinois)	1958-59
Lecturer Ruth Bozarth Wood, M.A. (Illinois)	1958-60
Lecturer James Evans Young, M.S. in Ed. (Southern Illinois)	1957-60
Assistant Instructor Ita Lou Zabroski, B.S. (Southern Illinois)	1956-57

The University School is a department within the College of Education. The major functions of University School are (1) to provide facilities for student teaching; (2) to provide opportunities for research; (3) to illustrate to prospective teachers, through demonstration teaching, a skillful application of educational principles; (4) to provide a superior educational opportunity for boys and girls enrolled; and (5) to exemplify to the public schools of Southern Illinois that which is best in school organization, curriculum, equipment, and methods of instruction.











# *Southern Illinois University Foundation*

The Southern Illinois University Foundation is a nonprofit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills and suitable forms for gifts and memorials, including bequests by means of life insurance. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

The present officers of the Foundation are:

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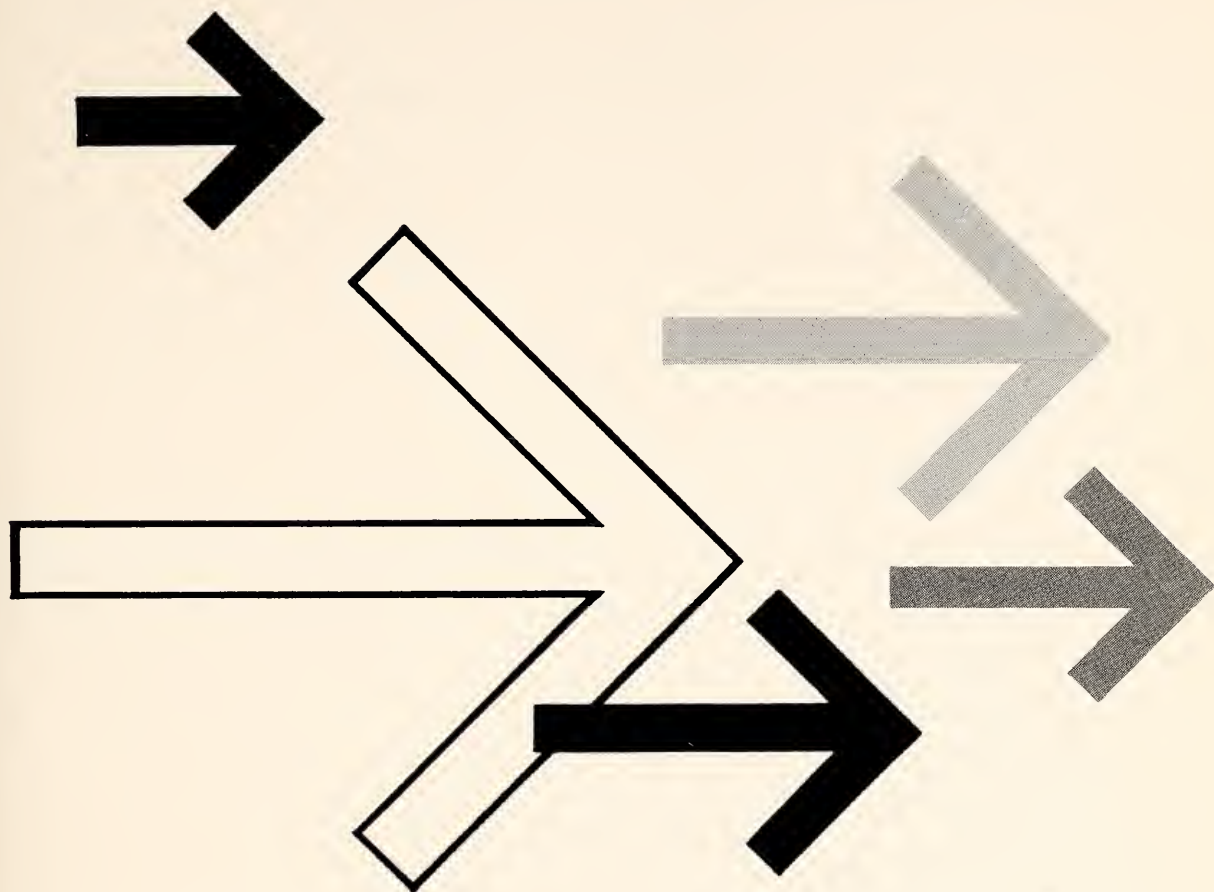
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1960·1961

*Admission Policies and Procedures*

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Vol. 1, No. 11



# Admission Policies and Procedures

*1960-1961*



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# *University Calendar, 1960-1961*

## SUMMER SESSION

Session Begins	Monday, June 20
Independence Day Holiday	Monday, July 4
Final Examinations	Wednesday–Thursday, August 10–11
Commencement	Friday, August 12

## FALL QUARTER

New Student Week	Friday–Tuesday, September 16–20
Quarter Begins	Wednesday, September 21
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 23–28
Final Examinations	Monday–Saturday, December 12–17

## WINTER QUARTER

Quarter Begins	Tuesday, January 3
Final Examinations	Monday–Saturday, March 13–18

## SPRING QUARTER

Quarter Begins	Monday, March 27
Memorial Day Holiday	Tuesday, May 30
Final Examinations	Wednesday–Tuesday, June 7–13
Commencement	Wednesday, June 14

Summer classes will begin on Tuesday, June 21. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.

# Table of Contents

THE UNIVERSITY .....	1
History .....	1
Location .....	1
Sessions .....	2
Regulations .....	2
ADMISSION POLICIES AND PROCEDURES .....	3
Admission of Freshman Students .....	3
Admission Policy .....	3
Admission Procedure .....	4
Admission of Transfer Students .....	4
Admission Policy .....	4
Admission Procedure .....	5
Admission of Former Students of Southern .....	5
Admission Policy .....	5
Admission Procedure .....	6
Admission of Graduate Students .....	6
Admission Policy .....	6
Admission Procedure .....	8
Admission of Foreign Students .....	8
RELATED INFORMATION .....	9
Housing .....	9
New Student Week .....	9
Advisement and Registration .....	9
Summary of Available Majors in the University .....	10
Additional Information .....	15
Bulletins .....	16



# The University

THIS BULLETIN contains information about admission and subjects related thereto for Southern Illinois University. The admission policies apply to all campuses of the University and are those which are in effect as of the 1960 fall quarter.

## HISTORY

Southern Illinois University was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

For some years after its establishment, Southern operated as a two-year normal school. In 1907 it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943 the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948 it was authorized to grant also the Master of Arts and Master of Science degrees. In 1952 the Master of Fine Arts degree was added to this list, and in 1955 the Doctor of Philosophy degree was added. The Master of Music and the Master of Music Education degrees were authorized in 1956.

In 1949 the Belleville Residence Center was established and the Alton and East St. Louis residence centers in 1957. In 1958 the Southwestern Illinois Residence Office was created to co-ordinate and direct the University's educational activities in the Madison-St. Clair counties area. In 1959 its name was changed to the Southwestern Illinois Campus and the residence centers to the Alton Center and the East St. Louis Center.

## LOCATION

The general administrative offices for the University's campuses

at Carbondale, Southern Acres, and Little Grassy Lake are located at Carbondale. The Southwestern Illinois Campus, the administrative office for the Alton Center and the East St. Louis Center, is located at Edwardsville.

The facilities at Carbondale now include more than twenty-three hundred acres of land, thirty-six permanent buildings, and numerous temporary buildings. These buildings house classrooms, auditoriums, laboratories, libraries, offices, living quarters, cafeterias, and farm equipment and animals. The Little Grassy Lake and Southern Acres campuses are each about ten miles from Carbondale.

The Southwestern Illinois Campus at Edwardsville offers classes at the Alton, and East St. Louis centers. The facilities of the former Shurtleff College have been leased by the University for the operation of the Alton Center. The East St. Louis Center is located at the former East St. Louis High School building.

## SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends about the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University Calendar.

In addition to the three quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter. The summer session consists of a comprehensive program of courses offered by the departments of the University. In addition to the courses which run the full eight weeks, there are a number of workshops and short courses covering shorter periods of time.

## REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; and to change any other regulation affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have matriculated in the University.

# Admission Policies and Procedures

STUDENTS MAY BE ADMITTED to Southern at the beginning of each session of the University. Plans to enter Southern should be started well in advance of the desired enrollment date. Before the close of the junior year in high school, prospective students should become familiar with the University and its educational offerings, its precollege counseling services, and its admission procedures.

Many students find it helpful to visit the campus prior to making application for admission. The University encourages such visits and welcomes interviews with prospective students. Interviews can be arranged for weekdays or Saturday mornings. Requests for interviews should be addressed to the Admissions Office at least two weeks in advance of the desired date. The Admissions Office will send the student notice of an appointment and give him helpful information.

Prospective students should also read the Southern Illinois University General Information Bulletin, which may be obtained from General Publications, Southern Illinois University, Carbondale, Illinois.

## ADMISSION OF FRESHMAN STUDENTS

### *ADMISSION POLICY*

To be eligible for admission, a person must be either a graduate of a recognized high school, at least twenty-one years of age, or a military veteran. A person twenty-one years of age and not a high school graduate is required to pass the General Educational Development Test during the first period of attendance at Southern. A military veteran who is neither a graduate of a recognized high school nor at least twenty-one years of age may qualify for admission by passing the G.E.D. Test.

A high school senior who ranks in the upper three-fourths of his graduating class will be admitted at the close of his seventh semester, subject to the successful completion of his high school work.

A student who is graduated from an approved secondary school, and who ranks in the lowest quarter of his graduating class, will be permitted to enter (on scholastic probation) for the summer, winter or spring quarters only. Exception to this rule may be made for a student desiring to enter in the fall if he shows high scores on the University's entrance examinations.

All new students at Southern Illinois University must take the Guidance Test battery. Information about the testing dates is sent to students inquiring about admission. In addition, all students are encouraged to take the American College Testing Examination. Information about the dates of these examinations may be had through the high school principal or guidance director.

### *ADMISSION PROCEDURE*

1. A student should apply to the Admissions Office for the proper forms early in the senior year. These consist of a personnel information form, a secondary record form, a housing application, and general information about the University.

2. When the personnel form and secondary record form are received in the Admissions Office, the student will receive admission to the University if he is in the upper three-fourths of his graduating class. The records for a high school senior should not be returned until seventh semester grades are recorded.

3. A student who ranks in the lowest quarter of his graduating class cannot be considered for admission until after high school graduation and until after the entrance tests have been completed.

4. A high school senior will receive a supplementary transcript form which should be completed by the principal and returned to the Admissions Office after graduation.

5. The student will receive information about advisement, testing, and registration with his Certificate of Admission.

## **ADMISSION OF TRANSFER STUDENTS**

### *ADMISSION POLICY*

To be considered for admission to advanced standing, a student who has attended other colleges or universities must present a full record of his previous academic work. This record includes a transcript and evidence of good standing from every college and university attended.

Admission by transfer does not necessarily mean that all credits

presented for transfer will be accepted. Transferable credits are determined through evaluation at the time of presentation. In all cases, at least three-fourths of transferable credits from each institution must be "C" quality or better.

All transfer students are subject to the University's scholarship rules. A transfer student who is not in good scholastic standing under our scholarship rules can enter (on scholastic probation) the summer, winter, or spring quarters only, subject to the approval of the appropriate academic dean.

A transfer student suspended for poor scholarship from the last institution attended who would also have been suspended under Southern's scholarship rules is not eligible for admission to Southern until at least one quarter has elapsed from the date of suspension. A transfer student suspended for any reason other than academic failure must be cleared by the Office of Student Affairs before admission will be granted.

All transfer students must take the Guidance Test battery or submit to the Testing Service the results of such tests taken at other institutions.

### *ADMISSION PROCEDURE*

1. A transfer student should apply to the Admissions Office for the proper admission forms. These consist of the transfer personnel information form and general information about the University.

2. A transfer student must have an official transcript from each college or university attended sent to the Admissions Office. When *all* transcripts and the personnel information form have been received, the student will be advised of his admission status.

3. If he is eligible for admission in good standing he will receive a Certificate of Admission and information about advisement, testing, and registration.

4. If he must be admitted on probation, he will be referred to the dean of the academic unit he expects to enter. If he is not eligible for admission, he will be notified.

## ADMISSION OF FORMER STUDENTS OF SOUTHERN

### *ADMISSION POLICY*

Former students of Southern not in attendance on the campus at the close of the quarter preceding application for admission must

apply to the Admissions Office for re-entrance clearance prior to registration.

A former student who is not in good standing must clear his status before the Admissions Office will prepare his registration permit. It is advisable for such a student to initiate re-entrance clearance early so that all inquiries may be answered and so that the applicant can find time to complete any requirements that may be imposed upon him.

### *ADMISSION PROCEDURE*

1. A re-entering student should inform the Admissions Office either personally or by mail about his desire to re-enter Southern. He will receive an application form which must be completed and returned to the Admissions Office.

2. If the student is in good standing he will receive authorization to register, along with information on dates for advisement and registration for the quarter he plans to attend the University.

3. If the student cannot be re-admitted in good standing, but might possibly be re-admitted on probation, he will be referred to the dean of the academic unit he plans to enter for the dean's decision on the student's admission status. If the student is not eligible for re-admission he will be so notified.

## **ADMISSION OF GRADUATE STUDENTS**

### *ADMISSION POLICY*

Qualified students may apply for admission to the Graduate School any time during the calendar year. Application forms may be obtained from the Admissions Office. Official admission to the Graduate School will not be granted until complete transcripts of all previous college work are on file in the Admissions Office. Transcripts must reach the Admissions Office at least one month prior to the time the applicant expects to enter Southern Illinois University in the case of one seeking the master's degree, and four months for one whose aim is the doctorate.

A student who wishes to enter the Graduate School immediately after graduation may submit, during the final quarter or semester of undergraduate work, a transcript showing the courses he is taking, together with a statement from his registrar that graduation will follow successful completion of his current enrollment.

An undergraduate student who is within one term's work (sixteen hours) of meeting requirements for the bachelor's degree may

take courses for graduate credit by applying for admission to the Graduate School and obtaining approval for the proposed major from the department chairman. Undergraduate students who take such courses for graduate credit must obtain the approval of the dean of the Graduate School at the time of registration.

A student who holds the bachelor's degree and who does not wish to become a candidate for a higher degree or for another bachelor's degree but who wishes to take work in the University should apply for admission as an unclassified graduate student.

#### ADMISSION TO THE FIRST YEAR OF GRADUATE STUDY

Admission to the first year of graduate study is a two-part process. The first step is admission to the Graduate School; the second, approval for a particular department or major. (See Admission to Full Graduate Standing.)

Unconditional admission to the Graduate School for the first year of graduate study is granted to graduates of fully accredited colleges and universities whose undergraduate averages are equivalent to 3.2 or above on a 5-point grading scale. Grades for previous graduate work must be "B" or above.

Graduates of institutions of limited accreditation who have a 3.2 average or above may be granted conditional admission, depending upon the merits of the institution concerned.

#### ADMISSION TO ADVANCED GRADUATE STUDY

Admission to advanced graduate study is a two-part process. The first step is admission to the Graduate School; the second; approval for a particular department or major. (See Admission to Full Graduate Standing.)

Admission to the Sixth-Year Specialist's Certificate Program is based on an applicant's previous academic record, his educational experience, and his proposed goal.

Unconditional admission to the Graduate School on the advanced graduate level will be granted to any student who holds an approved master's degree and whose average in graduate work is equivalent to 4.5 or above on a 5-point grading scale.

Conditional admission to the Graduate School on the advanced graduate level will be granted to any student who holds an approved master's degree and whose average in graduate work is between 4.25 and 4.5 on a 5-point grading scale.

#### ADMISSION TO FULL GRADUATE STANDING

After admission to the Graduate School has been completed, the graduate dean initiates action for approval of the desired major. The

departments are permitted two weeks in which to approve majors on the master's level, and ninety days on the doctoral level. The dean of the Graduate School informs each student of the action taken by the department chairman and of any conditions which must be fulfilled before the major can be finally approved. Entrance examinations in the case of any student may be required prior to action by the proposed major department toward the applicant.

The student attains full graduate standing when he has fulfilled the stated conditions of his major department, has satisfied the English usage requirement of the Graduate School, and has completed any other general examination which may be required of graduate students.

### *ADMISSION PROCEDURE*

1. A graduate student should apply to the Admissions Office for the necessary application forms. If a student writes, he should include in his letter the date he plans to enter Southern, the name of the last institution attended, and his plans for graduate work, including a statement of whether or not he plans to work toward a graduate degree at Southern.

2. The student should complete the application forms as directed and return them to the Admissions Office. At the same time, he should write for transcripts of all credits earned at colleges and universities other than Southern. These transcripts must be sent directly to the Admissions Office from the institutions, and they must reach the Admissions Office at least one month prior to the student's desired matriculation date if he is seeking a master's degree and four months prior to matriculation if he is seeking a doctor's degree.

### *ADMISSION OF FOREIGN STUDENTS*

A foreign student is subject to all admission regulations and procedures described above. In addition, every foreign student is subject to the following requirements.

1. A foreign student must complete a questionnaire for foreign students indicating the years of attendance for all previous schooling.

2. He must pass an English proficiency examination which can be taken at the American Consulate or a similar agency operated by the American government.

3. He must show evidence of having adequate financial support; the University does not assume responsibility for a student who is without adequate resources.

# Related Information

## HOUSING

Material which is sent from the Admissions Office to a new student usually contains an application for housing. This application should be returned directly to the Housing Center. After the student has been officially admitted to the University he may be awarded a contract for University housing, but admission to the University *in no way guarantees* housing.

## NEW STUDENT WEEK

Once a student has been admitted to the University, the Office of Student Affairs is notified and sends information concerning orientation to each new student. Each fall quarter a New Student Week is held; during the other quarters a special meeting for all new students is held on the first day, with other meetings planned during the quarter.

New Student Week has a twofold purpose: (1) to help each new student feel that he is a part of the University and (2) to make each new student ready to start classes.

## ADVISEMENT AND REGISTRATION

At Southern, a program of advance advisement and registration has been in operation for a number of years. On the Carbondale campus, the period of time from the third through the tenth week of each quarter and from the third through the seventh week of the summer session is used for advisement and registration for the following quarter. For example, a student who plans to attend during the winter quarter may register between the third and the tenth week, inclusive, of the fall quarter. A new student may also register on the opening day of each quarter. The advance registration system at the Alton and

East St. Louis centers has a somewhat different time schedule. Information as to dates may be secured at the Registrar's Office at each of the centers. All students are urged to take advantage of the advance registration period.

To insure that an undergraduate student is properly advised concerning the choice of a course of study which will fulfill the requirements of the University and prepare him for his chosen career, academic advisement has been made the special responsibility of a group selected from the teaching faculty. Each academic unit of the University has a chief academic adviser and a number of assistant advisers.

A new student must have an appointment for advisement and registration during any of the advance registration periods. A new student must be admitted to the University before he can register for classes. Following admission, he should write for an appointment for advisement and registration. Included in the letter should be the date and time when he would like to have the appointment, the academic unit in which he plans to enroll, and the name of his major subject. A student who plans to register for classes at Carbondale should write to the Academic Advisement Center, Southern Illinois University, Carbondale, Illinois. A student who plans to enroll in the Vocational-Technical Institute should write to the director of the Vocational-Technical Institute. A student who plans to register for classes at Alton or East St. Louis should write to the Admissions Office of the center involved. A graduate student should write to the Graduate School for an appointment.

More detailed information about the dates for advisement and registration may be obtained from the schedule of classes, which may be obtained from General Publications, Southern Illinois University, Carbondale, for the Carbondale and Vocational-Technical Institute campuses, and at the registrar's Office at Alton and East St. Louis for those centers.

## SUMMARY OF AVAILABLE MAJORS IN THE UNIVERSITY

The following summary of majors offered by the various academic units of the University may be helpful to a potential student in selecting a major. Undergraduate students who plan to attend the Carbondale campus and who have not selected a major field of study should register in the College of Liberal Art and Sciences as undecided.

## GRADUATE SCHOOL

### MAJORS OFFERED:

Agricultural Industries	Instructional Materials
Agricultural Services	Instructional Supervision
Animal Industries	Journalism
Anthropology	Kindergarten-Primary Education
Art	Mathematics
Biological Sciences	Microbiology <sup>1</sup>
Botany	Music
Business	Philosophy
Business Education	Physical Education
Chemistry	Physical Sciences
College Student Personnel	Physics
Design	Physiology
Economics	Plant Industries
Educational Administration <sup>1</sup>	Psychology <sup>1</sup>
Elementary Education <sup>1</sup>	Recreation and Outdoor Education
English	Rehabilitation Counseling
Foreign Languages	Secondary Education <sup>1</sup>
Geography	Social Studies
Geology	Sociology
Government <sup>1</sup>	Special Education
Guidance and Counseling	Speech <sup>1</sup>
Health Education	Speech Correction <sup>1</sup>
History	Theater
Home Economics	Zoology <sup>1</sup>
Industrial Education	

<sup>1</sup> Doctoral major also offered in this field.

## COLLEGE OF LIBERAL ARTS AND SCIENCES

### *Carbondale Campus*

### MAJORS OFFERED:

Anthropology	English
Art <sup>1</sup>	Foreign Language
Asian Studies <sup>2</sup>	General Science
Biology	Geography
Botany	Geology
Chemistry	Government
Economics <sup>1</sup>	Health Sciences

History  
 Home Economics<sup>1</sup>  
 Language Arts  
 Latin American Studies  
 Mathematics  
 Microbiology  
 Music<sup>1</sup>  
 Philosophy  
 Physics

Physiology  
 Psychology  
 Religion<sup>2</sup>  
 Russian Studies<sup>2</sup>  
 Social Studies  
 Sociology  
 Speech<sup>1</sup>  
 Zoology

<sup>1</sup> Liberal Arts nonprofessional majors only

<sup>2</sup> Minors only

#### PRE-PROFESSIONAL PROGRAMS OFFERED:

Pre-Dentistry	(3 or 4 years)	Pre-Physical	
Pre-Law		Therapy	(2 or 3 years)
Pre-Medicine	(3 or 4 years)	Pre-Public Health	(3 or 4 years)
Pre-Medical Technology		Pre-Theology	(2 to 4 years)
Pre-Occupational		Pre-Veterinary	
Therapy	(2 or 3 years)	Science	(3 or 4 years)
Pre-Pharmacy	(2 to 4 years)		

### COLLEGE OF EDUCATION

*Carbondale Campus*

#### MAJORS FOR THOSE PLANNING TO TEACH IN ELEMENTARY SCHOOL:

Art	Music
Elementary Education	Physical Education
Foreign Languages	Special Education
Health Education	Speech Correction
Kindergarten-Primary Education	

#### MAJORS FOR THOSE PLANNING TO TEACH IN HIGH SCHOOL:

Art	Home Economics
Biology	Industrial Education
Botany	Journalism
Business	Language Arts
Chemistry	Mathematics
English	Music
Foreign Language	Physical Education
General Science	Physics
Government	Social Studies
Health Education	Speech Education
Healthy and Physical Education	Zoology
History	

## SCHOOL OF AGRICULTURE

*Carbondale Campus*

### MAJORS OFFERED:

Agriculture	Forestry
Agricultural Industries	Plant Industries
Animal Industries	Vocational Agriculture

### PRE-PROFESSIONAL PROGRAMS OFFERED:

Pre-Veterinary Science (where emphasis on agriculture is desired)  
Pre-Dairy Technology  
Pre-Agricultural Engineering

## SCHOOL OF APPLIED SCIENCE

*Carbondale Campus*

### MAJORS OFFERED:

Applied Science (including a pre-engineering program of 2 and/or 3 years)  
Industrial Science (with specialization in industrial design, industrial personnel, industrial planning, or metal processing)

## SCHOOL OF BUSINESS

*Carbondale Campus*

### MAJORS OFFERED:

Accounting	Marketing
Economics	Secretarial Science
Management (General, Financial and Personnel)	

## SCHOOL OF COMMUNICATIONS

*Carbondale Campus*

### MAJORS OFFERED:

Journalism	Speech
Photography	Speech Correction
Printing Management	Theater
Radio-Television	

## SCHOOL OF FINE ARTS

*Carbondale Campus*

### MAJORS OFFERED:

Art  
Design

Music

## SCHOOL OF HOME ECONOMICS

*Carbondale Campus*

### MAJORS OFFERED:

Home Economics (with specialization in Apparel Design, Clothing and Textile Merchandising, Dietetics, Foods in Business, Home Adviser Program, Homemaking, Institutional Management, Interior Decoration, or Smith-Hughes Home Economics Education)

## DEPARTMENT OF NURSING

*Carbondale Campus*

Nursing

## INSTITUTES

The institutes listed below offer programs with courses drawn from several departments. Admission to each of these programs must be approved by the director of the institute.

Community Development Institute

Labor Institute

Latin American Institute

Rehabilitation Institute

Small Business Institute

## VOCATIONAL-TECHNICAL INSTITUTE

### PROGRAMS IN BUSINESS

(Two-Year)

Accounting

Court Reporting

Secretarial

Co-operative Medical

Executive Secretarial

Legal Secretarial

Co-operative Retailing

Apparel and Department Store

Food Merchandising  
Hard Line Merchandising

(One-Year)  
Bookkeeping Clerical  
Calculating Machines  
Stenographic

#### PROGRAMS IN TECHNOLOGY

(Two-Year)  
Architectural Drafting and  
Design  
Automotive  
Building Construction  
Commercial Art  
Dental Laboratory  
Industrial Wood  
Machine Drafting and Design  
Machine Tool

Printing  
Radio and Television

(One-Year)  
Cosmetology  
Practical Nursing  
Welding

### *SOUTHWESTERN ILLINOIS CAMPUS*

Curriculum emphasis at both the Alton and East St. Louis Centers is in liberal arts, with a strong concentration in the sciences and technical subjects, business administration and secretarial sciences, teacher education, and nursing.

## ADDITIONAL INFORMATION

For information on the following matters, the student should write to the office indicated.

#### ADMISSION

Admissions Office, Southern Illinois University, Carbondale, Illinois; or Admissions Office, Alton Center, Southern Illinois University, 2809 College Avenue, Alton, Illinois; or Admissions Office, East St. Louis Center, Southern Illinois University, 909 Ohio Avenue, East St. Louis, Illinois.

#### FELLOWSHIPS AND ASSISTANTSHIPS

The Graduate School, Southern Illinois University, Carbondale, Illinois.

#### HOUSING

Housing Center, Office of Student Affairs, Southern Illinois University, Carbondale, Illinois.

#### SCHOLARSHIPS

Financial Assistance Center, Office of Student Affairs, Southern Illinois University, Carbondale, Illinois.

#### VETERANS INFORMATION

Registrar's Office, Southern Illinois University, Carbondale, Illinois.

### *BULLETINS*

To obtain any of the following bulletins published by Southern Illinois University, write to General Publications, Southern Illinois University, Carbondale, Illinois.

General Information  
College of Liberal Arts  
and Sciences  
College of Education  
Graduate School  
School of Agriculture

School of Business  
School of Communications  
School of Fine Arts  
School of Home Economics  
Summer Session  
Annual Schedule of Classes













# **For Reference**

**Not to be taken from this room**

